

**SIGNIFICANCE OF USING SONGS IN IMPROVING STUDENTS'  
LISTENING ACHIEVEMENT IN GRADE VIIB AT SMP N 2 GAMPING  
IN THE ACADEMIC YEAR OF 2013/2014**

**A Thesis**

Presented as a partial fulfillment of the requirements for the attainment of the  
*Sarjana Pendidikan* Degree on the English Language Education



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## **APPROVAL**

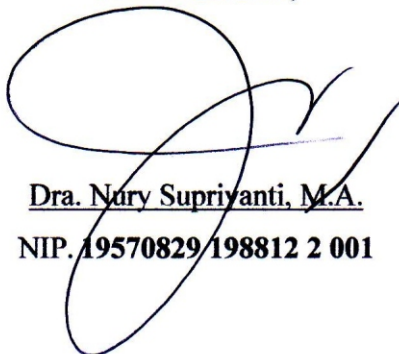
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**This thesis entitled, Significance of Using Songs in Improving Students' Listening Achievement in Grade VIIB at SMP N 2 Gamping in the Academic Year of 2013/2014, has been approved by the consultants to be examined.**



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## RATIFICATION

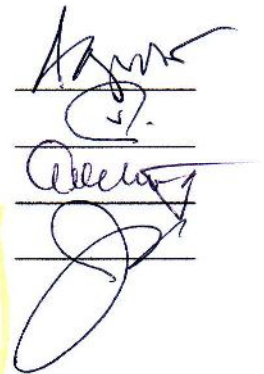
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## **PERNYATAAN**

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

Yogyakarta, June 20<sup>th</sup> , 2013

Penulis,

Agus Widayat

## **MOTTO**

**“If you can't find somethin' to live for, you best find  
somethin' to die for.” My Mom said**

**“I don't have no fear of death. My only fear is coming back  
reincarnated”. 2pac**

## DEDICATIONS

*I dedicate my thesis for  
my amazing mother,  
my beloved father,  
and my little sister as my daughter.*

## ACKNOWLEDGEMENTS

*Alhamdulillahirobbil 'alamin.* Praise be to Allah SWT, the almighty for the mercy and strength so that I could finish this thesis. Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace.

I would like to express my special gratitude to my first consultant, Dra. Nury Supriyanti, M.A. for her patience in guiding and supervising me during the process of writing, for her advices and suggestions.

Special thanks go to Mrs. Sri Mulyani, S.Pd for her guidance in carrying out the research in SMP N 2 Gamping. I also thank Marita Sulistya as the collaborator for her contribution in this research.

I would also express my special gratitude to my parents, sister and friends for their guidance, help, and support so that I can finish my study well. I also thank my relatives for the prayer addressed to me. May Allah give them the best of all.

I hope that this writing will give contributions for the field of study, especially for the English teaching and learning. However, I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

Yogyakarta, June 20<sup>th</sup>, 2013

Agus Widayat

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**Agus Widayat  
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**ABSTRACT**

This action research is aimed at improving grade VIIB students' listening achievement through songs as a teaching media SMP N 2 Gamping.

This study was carried out through action research. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The subjects of the research were students of grade VIIB in academic year of 2013/2014. The data of this study were in qualitative nature forms. The qualitative data were obtained through observing the teaching and learning process of speaking during the implementation, and interviewing the students, the English teacher and the collaborator. The data were in the forms of field notes, interview transcripts, and photographs.

The result of this research shows that the implementation of using *Songs* as teaching media was believed to be effective to improve the students' listening achievement, students' motivation, and students' involvement in Class VIIB of SMP Negeri 2 Gamping, Sleman. The indicators of the success of the implementation are that: (1) the students were active in the class, (2) the students involved in some activities, and (3) the students were familiar with English activities. This teaching media could be implemented by the English teacher in teaching listening to the students in that school. So the students could improve their listening ability and achievement.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Nowadays, English becomes a common subject in level of education in Indonesia. Everyone supposed to learn English to face the globalization era. It is because English is an international language. It is very important to master at least basic knowledge of English. Therefore, it is better if the English learning begin from early age.

English is introduced from elementary school in education level in Indonesia. Most of elementary school already has English class. English is not compulsory subject in the level of elementary school. The target of the English curriculum of the elementary school is to reach a performative ability in the next level. So, when the students continue their studies at the secondary level, they will be able to understand some instructions in the classroom or in their environment, interact in the school and in the environment contexts, and read and write the simple words related to the children's life.

Moreover, the objective of teaching English in SMP based on the 2006 Standard of Content is that the students can develop their communicative competence both in oral and written forms to achieve a certain functional literacy stage. It involves four skills: listening, speaking, reading, and writing. For this

purpose, a learner must develop the language skills needed in communication, namely listening, speaking, reading, and writing.

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four language skills. These four language skills are sometimes called the macro-skills. Listening is vital in the language classroom because it provides input for the learner as explained by Rost (1994:141-142) in David Nunan (1999:200). Of the four skills, listening is the most frequently used.

Listening is a skill that some people need to work at harder than others. Brewster (2002:98) stated that listening to a foreign language is hard work, especially for young learners. As we know we can speak sensibly only if we understand what is said. In fact, people cannot talk if they cannot hear other people's talk. That simply means there is not enough language input and there is no output. We know that the most important thing when we have interaction with the foreign people, we should be a good listener. Although our speaking skills are good, but our listening skills are bad, it will be difficult for us to interact with the foreign people. It happened because we could not understand what they mean. So we must increase our listening ability. Here the researcher wants to discuss about listening in the education sector especially in the Junior High School.

Based on the observation which was conducted by the researcher in Class VII SMPN 2 Gamping, the students get many problems in learning listening. They



don't understand what their teacher is saying to them. They often get difficulties in pronouncing words, spelling, even understanding the meaning of some easy words. Even worse, they don't know how to use intonation, and where to place stress in words and sentences. There are some factors causing this condition, such as the teacher, student's interest, technique of teaching learning, etc. The teachers have to find the suitable methods to motivate the students in order to make them interest in learning English. The teacher can use some appropriate methods and techniques to motivate the students, make them feel fun and help develop positive attitudes towards the target language.

One of the techniques which can be used to teach the students is teaching listening through songs. Song is a good instrument to teach them at their level as adolescent learners. Brewster (2002:162) stated that children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning. It is an enjoyable and effective activity to be done since the teacher use the good and appropriate songs. Listening of English songs provides opportunities to study language: vocabulary, grammar, punctuation, and the way they construct sentences. Besides knowing the meaning of words, they also get easier in pronouncing the words well by imitating to the songs they listen. Songs also help them to make the words memorable from their repetition. Listening English songs also provides positive effect for their speaking ability. Moreover, the most important it has benefit on increasing their listening ability. Based on the description above, the researcher decided to conduct an action research study to improve the students' listening achievement by using song.

## **B. Identification of the Problems**

Based on the background of the problem, there are some factors that cause the students to have the low listening ability. In fact, the problems do not only come from themselves but also come from the teacher, and media.

### **1. Students**

The students think that English is very difficult. It causes the students have low motivation to learn English. They become more difficult to accept the materials, especially remembering and pronouncing words. They, especially the boys, are mostly disruptive and hard to manage so the class is noisy. When the students are asked to do the task or to pay more attention, they tend to look at their friends' work, walk around the classroom, or chat with their friends. Even, some of the students do not submit their tasks. During the teaching and learning process, many students are not manageable.

### **2. Teacher**

The teacher's teaching method is conventional so that it makes the students bored during the lesson. She uses the same method all the time, so students feel bored of it. It seems that she does not know how to motivate the students in the teaching and learning process of English. The teaching and learning process seemed to be monotonous. In addition, she found it difficult to manage the class. Most of the students were busy with their own activities. As a result, they cannot understand what the teacher was taught.

### 3. Media

The lesson lacks of media. It seems that there were few media provided in the school. Besides, media was rarely used in the classroom. The media that they used to are students' work sheets or handbooks. It did not provide the class with interesting media such as songs, games, stories, etc. As a result, the students were bored when joining the teaching and learning process and also find difficulties in accepting the materials.

### **C. Limitation of the Problems**

According to the identification of the problem, there are many problems found in the English teaching and learning in SMP N 2 Gamping. However, because of the limitation of time and ability, this study cannot deal with all of those problems. This study deal with the problem of the listening ability and the listening achievement related to the using teaching media.

To solve the problems related to the factors, the researcher limits the problems related to the media to teach listening by using songs. The researcher is using songs as a media because this way is effective and does not spend much time and fund. Listening songs can improve the students' listening ability. The songs should be contextual and appropriate to the students so they can understand it easily.

Song is a good instrument to teach them at their level as adolescent learners. It is an enjoyable and effective activity to be done since the teacher use the good and appropriate songs. Through songs, children will get easier in catching new

vocabularies. Besides knowing the meaning of words, they also get easier in pronouncing them well by imitating to the songs they listen. Songs also help them to make the words memorable from their repetition.

#### **D. Formulation of the Problem**

From the identification and focus of the problems, the researcher formulates the problem as follows: How to apply songs to improve students' listening achievements of Class VIIB of SMPN 2 Gamping in the academic year of 2013/2014 through action research.

#### **E. Objectives of the Research**

Related to the formulation of the problem, this research is aimed at improving the students' the listening achievements of the Class VII SMPN 2 Gamping in the academic year of 2013/2014 trough songs (pop songs).

#### **F. Significance of the Research Study**

The result of this study is expected to give advantages, both theoretical and practical.

##### **1) Practical**

- a. For the researcher, this research is expected to give a new knowledge and experience in solving writing problems during the research.
- b. For the Grade VII students of SMP N 2 Gamping, the implementation of songs in teching listening can be the new technique which is either effective

or fun. Songs can be one of reference to be used when the students need a pleasure in studying.

- c. For the English teacher of SMP N 2 Gamping, as one alternative way to solve the problems arising in teaching and learning process. It will be one consideration in choosing the appropriate songs to the level of junior high school students.
- d. For the other researchers, this finding can be a reference for them to conduct the similar research studies to improve the students' achievement in listening in junior high school in general.

## 2) Theoretical

This research will become knowledge for the teacher to improve the students' listening ability and achievement through songs.

## **CHAPTER II**

### **LITERATURE REVIEW & CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. Listening Skill**

##### **a. The Definition of Listening Skill**

Studying English as a foreign language cannot be separated from its macro skills. Those are listening, speaking, reading, and writing. As a means of communication, this subject demands us to master its oral language, which are listening and speaking as well as its written language, which are reading and writing. All of those macro skills have their own difficulties to be mastered. Of the four skills, listening is the most frequently used. Listening and speaking are often taught together, but beginners should be given more listening than speaking practice.

As defined by Oxford (1993: 206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, according to Bulletin in Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Listening skill can be meant as ability to pay attention or to hear something. But, listening is not same as hearing. Hearing is essentially an automatic, passive activity. It is possible to hear sounds without consciously

engaging in the process. While, in listening the brain doesn't automatically translate the words into the message they are conveying. That is essentially what listening is determining the meaning and the message of the sounds or words. It is active process that involves much more than assigning labels to sounds or words. As mentioned in Mee (1990), listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

We can say that listening is the ability to identify and understand what others are saying. It is also a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Furthermore, it will consider another way teachers can help ease the difficulty of listening by training students in different types of listening.

#### **b. The Importance of Listening skill**

It cannot be denied that we spend a large portion of our time listening because it is a key element of the verbal communication. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in – school information through listening to instructors or to one another. However, in the past, reading grammar skills were paid much attention to while speaking and listening skills were taken for granted. As a result, language learners did not recognize its importance in developing language skills.

Rost in David Nunan (1999:200) emphasizes the importance of listening for several reasons below:

- 1) Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.
- 2) Spoken language provides a means of interaction for the learner. Since the learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is impetus, not an obstacle, to interaction and learning.
- 3) Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.
- 4) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

It can be concluded that listening skill has taken a very important part in learning English. It is the most communicative and practiced skill that needs to be developed as much as possible.

### **c. The Difficulties in Listening Skill**

Listening usually becomes a hard skill to master by the students. The first reason is the students do not have the text in front of them to look at if they do not understand about the information. The second reason is the accent



and intonation of the native English speaker. In addition, each country has dialects and regional accents which can confuse the listener. All of these make the students more difficult to learn listening. Ur (1996: 111) says that there are some students difficulties in learning listening: trouble with sounds, have to understand every word, can't understand fast and natural native speech, need to hear things more than once, find it difficult to keep up, and get tired.

The other problem in learning listening is the students have no control over the speed of what they are hearing and they cannot go back or rewind to listen again. Although in the listening class, the listening materials are recorded and can be played again, it is usually under control. It is also caused the speed at which native speakers usually speak. Underwood (1989: 17) mentions some other kinds of difficulties that are directly related to the students themselves. One of the problems which the students have established learning habits in the sense that they were encouraged to understand everything by listening carefully to teachers who probably speak slowly and clearly. Hence, when they fail to understand every word while listening, they stop listening and lose the thread, which seems to be the reason for state of panic and worrying they usually show before and during listening.

In relation to those problems, we cannot deny that students' motivation plays important role in learning listening. As mentioned in Brown (2006: 1), another theme will be motivation. Because listening is so challenging, teachers need to think carefully about making the activities successful and the content interesting. We can create the interest activity in learning listening such as by

listening English songs. By creating of high students' motivation, it hoped can reduce the listening difficulties. Furthermore, the students will be stimulated and not be panic or worry when they are learning listening.

As mentioned in background, the students of Class VII SMPN 2 Gamping are very difficult understand English through listening. The students could not understand the meaning of the material after playing the tape for the three times in class. Furthermore, the students might gradually lose their self-confidence. When they are face to face with listening materials, they have little confidence in their listening comprehension abilities. Therefore, they may not understand them because they have to battle the psychological suggestion that they could not understand spoken English.

#### **d. The Characteristics of Junior High School Students**

Junior High School students have special characteristics that make them different from younger and older students. As teachers, it is essential for us to understand their characteristics, so that we will be able to design the appropriate and adequate programs to fit the particular requirements of individuals in this age group. The range age of Junior High School students varied between 11 to 14 years old. They are in the process of changing from children to adolescent. They usually less motivated and they present outright problems.

It widely accepted that one of the key issues in teenagers is the search for individual identity. It makes them like challenges, peer approval and being

forced among classmates and friends. According to Amstrong (1983:30), certain psychological and physiological characteristics in the 11 to 14 years old growth requires a set of educational conditions in the school. In addition, Callahan and Clark (1997:7) stated that adolescence, is a period of change, of new experiences, of learning new roles, of uncertainty, and instability undoubtedly one of the most trying times in life. Harmer (2001:39) argues that teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them.

Based on the explanation above, it means that students in Junior High School level liked to be encouraged to respond to texts and sit with their own thought expectation rather than just by answering questions or doing abstract learning activities. It is important that teachers give students tasks which they are able to do. Moreover, it is essential that teachers teach the students using interesting media or sources.

#### **e. The Principles of Teaching Listening Skill**

When teaching listening skill, the teachers have to know the principles. There are some principles of teaching listening skill. They are:

- 1) Listening should receive primary attention in the early stage of ESL instruction.
- 2) Maximize the use of material that is relevant to students' real life.
- 3) Maximize the use of authentic language.

- 4) Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre.
- 5) Always ask students to listen with a purpose and allow them to show their comprehension in a task.
- 6) Language material intended to be used for training listening comprehension should never be presented visually first.

Furthermore, the teachers have to take attention the principles in teaching listening skill. As mentioned above, one of the principles in teaching listening is the teachers always ask students to listen with the purpose of listening. Therefore, we can help students listen more effectively if we spend some time teaching them about purposes for listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on their goals.

#### **f. Types of Listening Activities**

We always have a purpose for listening. We may listen to radio in the morning to know the up to date reports. We may listen to a song for pleasure. We listen in different ways based on our purpose. Having a purpose helps us listen more effectively.

There are some types of activities that can be applied in learning listening. Ur (1996: 113) provides four of listening activities as follow:

- 1) No overt response, the students do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, songs, and entertainment.
- 2) Short responses, includes obeying instructions, ticking of items, true/false, detecting mistakes, cloze, guessing definitions, and skimming and scanning.
- 3) Longer responses, includes answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.
- 4) Extended responses, here, the listening as only a 'jump-off point' for extended reading, writing or speaking: in other words, there are 'combined skills activities'. It includes problem-solving and interpretation.

From the types of listening above, it is regarded that songs activity can be used in learning listening process, and it will be hoped can motivate students in improving their listening skill.

## **2. Song**

### **a. The Definition of Song**

According to Hornby (1990: 1133), song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. No one can deny that music has played a very important part in our life. Everyone likes music. It accompanies with us very time we feel happy or

sad. Music is at everywhere, every time we need it. Studies have shown that music can improve concentration, improve memory, bring a sense of community to a group, motivate learning, relax people who are overwhelmed or stressed, make learning fun, help people absorb material.

Due to its great value, music and songs have been taken into consideration as a method to teach language as Brewster (2002:162) stated that children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning. Their usefulness is recognized by their inclusion in most language programmes and every primary school teacher will have their favorites.

Murphey (1992:3) explains that in relation to language learning, the use of music and song offer two major advantages:

- 1) Music is highly memorable. Whether this is because it creates a state of relaxed receptivity, or because its rhythms correspond in some way with basic body rhythms, or because its messages touch deep-seated emotional or aesthetic chords, or because its repetitive patterning reinforces learning without loss of motivation. Whatever the reason, songs and music 'stick' in the head.
- 2) It is highly motivating, especially for children, adolescent, and young adult learners. Popular music in its many forms constitutes a powerful subculture with its own mythology, its own rituals, and its own priesthood.

As such it is a part of students' lives in a way that so much else we use is not. If we can tap in to it, we release unsuspected positive energy.

Almost everyone loves songs. It is a part of our language and life from before birth onwards. As a baby, we often hear our mother and father sing a song to deliver us sleep in the bedroom. When young children, we play, sing, and dance to a rhymes. As adolescents, we are consumes by the beat of popular songs artist in the world. As adults, we often hear song on television, movies, theater, and even nightly news. When we work, when we play, song is there to reinforce or every mood and emotion.

From explanation above, we can say that song is one of the ways to improve students' listening skill especially in junior high school in this case. Songs had heard by the people in the world since they are born until died. So, listening to the songs has been a habitual and liked by everybody. Beside of that, by songs we can provide a relaxed lesson.

#### **b. The Benefits of Songs**

By using songs in the classroom, students can practice their listening skills and increase their cultural knowledge. Almost any song can be used in the ESL classroom. The pronunciation and rhythm lessons are the same as for the children's songs and the lessons may help students become more interested in different types of songs. Practicing lyric reading, studying the vocabulary, and listening to various songs can help students become more familiar with

popular songs and make them more confident in their ability to listen and understand the world around them (Brown, 2006).

Brewster (2002:162) lists the benefits of using song for language learning has been grouped together under the main objective of most language teaching programmes. Prioritize them for the teaching context. Benefits of using songs, rhymes and chants:

1) A linguistic resource

- a) They allow new language to be introduced and structures and vocabulary to be reinforced and recycled.
- b) They present familiar language in new and exciting forms and in a rich, imaginative context.
- c) They provide for lots of natural and enjoyable repetition.
- d) They can be used to develop all skills in an integrated way.
- e) They help improve all aspects of pronunciation.

2) A psychological/affective resource

- a) They are motivating and fun and help develop positive attitudes towards the target language.



- b) They are non-threatening and the more inhibited child will feel secure when singing and chanting as a class or in groups.
  - c) They can encourage a feeling of achievement and build children's confidence by allowing children to learn chunks of language which they can 'show off' or teach to friends or to members of the family.
- 3) A cognitive resource
- a) They help to develop concentration, memory and coordination.
  - b) They sensitize children to rhyming clues as aids to meaning.
  - c) Repetition enables children to predict what comes next and to consolidate language items.
  - d) Accompanying actions of gestures help to reinforce meaning, while channeling high levels of energy in a positive way.
  - e) The variety they provide changes the pace and atmosphere of a lesson and caters for different learning styles.
  - f) They can be compiled into song/rhyme books to help children develop good study habits.

4) A cultural resource

They are from authentic sources and can contribute to the cultural component of a language programme. Children can be encouraged to compare with those in their own language.

5) A social resource

- a) Singing and chanting together is a shared social experience and helps to develop a class and group identity.
- b) They can be used as the basis of a performance or show.

Finally, they offer a flexible resource to the teacher. There are plenty to choose from, can be used with a variety of age groups and different stages in their language learning, can act as a starting point for devising a programme of work, can integrate with cross-curricular work, topics and stories and can complement and supplement other resources.

Brewster also stated that songs, rhymes, and chants are particularly useful for practicing pronunciation. These includes individual sounds and sounds in connected speech but, more importantly, features relating to stress, rhythm and intonation. From explanation above, it's considered that songs have much benefit. Some of them are songs can motivate the students and make them more confidence in their ability to listen the materials.

### c. The Selection of The Songs

When the teacher wants to apply songs in the teaching learning process, the teacher should know what kind of song she/he would bring into the class. This is the problem if the teacher wants to use songs to the class. Harmer (2001: 243) suggests two ways to solve the problem about the way in selecting the songs to be brought into the class: the first is to have students bring their own favorite songs to class. If they do this, however, the teacher may want to have time (a day or two) to listen to the songs and try to understand the lyrics. The second way is to use older songs, to ask students whether they still have merit, whether they like them, despite their antiquity. Teachers then can choose songs, which they like and appropriate to the topic and subject matter.

However, not all songs can be used in language learning, especially for adolescent learners. Teachers have to choose appropriate songs that are simple, easily understood, related to a topic that is learned, and repetitive. In addition, it is suggested to choose songs which children can easily sing that will help the students to emphasize the meaning. Furthermore, Lynch (2008), provides three principal song selection criteria, they are:

- 1) Use songs that are popular with the students whenever possible.

Unfortunately, students frequently select songs for classroom use which are objectionable in some way making the song unusable.

- 2) Songs must have clear and understandable lyrics. Nothing is worse than a song almost nobody can understand. If you have trouble understanding the lyrics by listening, then another song needs to be selected.
- 3) Songs should have an appropriate theme. There's enough bad news, negativity and violence in the world already. Songs with any type of negative theme should be avoided. There are plenty of positive, upbeat, even humorous songs available.

Moreover, Orlova (2003) state that while encouraging students to choose the songs for discussion, it needs to ask them to following criteria below:

- 1) The song must be an example of a particular musical trend
- 2) There shouldn't be any form of violence in it.
- 3) The song should contain a certain artistic image.

From the explanation above, we should choose the songs that suitable level of difficulty. The suitable of the song is a particularly important issue. It should be known whether the students are going to like the song or not.

### **3. The Procedure in Applying The Songs**

There are various ways of using songs in the classroom. The level of the students, the interests and the age of the learners, the grammar point to be studied, and the song itself have determinant roles on the procedure. Beside

of that, the teacher should be creative in applying the songs. To apply songs in the classroom, the teacher should also plan application sequence of the songs.

Haycraft (1983: 93) suggests some variations of using songs recorded on tape as follows:

- 1) Play the tape as many times as necessary and ask questions.
- 2) Get the class to use line by following the tape.
- 3) Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combination until the song is familiar.
- 4) Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

According to Yoo (2002), procedure of songs activity can be done by steps below:

- 1) Pre-listening
  - a) As a warm-up or schema building activity, ask students what they know about American pop culture. You might also want to bring some pictures or CD's of popular actors or singers to class.

- b) Pass out the cloze activity handout, and have students read the lyrics and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class.

## 2) While-listening

Students listen for the missing words. Play the song once, and ask students whether they need to listen to the song again. If they do, play it one more time.

## 3) Post-listening

After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.

In teaching listening by using songs, the researcher will use both the procedures suggested by Haycraft and Yoo.

## **B. Conceptual Framework**

In the previous point, it has been discussed that listening usually becomes a hard skill to master by the students. There are many factors which influence it.

Based on the several observations at Class VIIB SMPN 2 Gamping, there are some factors that cause the students to have the low ability in listening. In fact, the problems do not only come from themselves but also come from the teacher, media and interaction.

First, the students think that English is a difficult lesson. So, they are not enthusiastic in the English teaching learning process, especially in the listening class. They become more difficult to accept the materials, especially in remembering, spelling, pronouncing, and even understanding the meaning of some easy words. Second, the teacher's teaching method is conventional so that it makes the students bored during the lesson. She uses the same method all the time, so students feel bored of it. The teacher usually asks students to listen to her while she read the text or a sentence then asks them to imitate what she said. After that, she tells the meaning of each word. She uses that method almost in every listening class. The teaching and learning process seemed to be monotonous. In addition, she found it difficult to manage the class. Most of the students were busy with their own activities. As a result, they cannot understand what the teacher was taught. The students should be given a new

interesting media that can motivate them in learning English, especially listening, such as applying songs as media.

Here, researcher tries to use songs to improve their listening skill. Brewster (2002:162) states that children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning. It is an enjoyable and effective activity to be done since the teacher use the good and appropriate songs. Listen to English songs provides opportunities to study language: vocabulary, grammar, punctuation, and the way they construct sentences. Besides knowing the meaning of words, they also get easier in pronouncing the words well by imitating to the songs they listen. Songs also help them to make the words memorable from their repetition. Listening English songs also provides positive effect for their speaking ability. Moreover, the most important it has benefit on increasing their listening ability and their achievement in the school.

Based on Murphey (1992), there are some activities that students can do while listening the songs. Students can do *TPR Shouting up/down*. It aims to help students to discover their voice and to overcome the fear of saying things in a foreign language. Students can do *Prediction Vocabulary List*. It aims to get students to use cues to build possible context; to familiarize them with vocabulary before viewing; to practice simple present and past tenses of action verbs. Students can do *Text Completion and Construction*. It can improve listening comprehension, reading, guessing, and composition skills. Students can also do *Jumbled Lyrics*. It can practice listening comprehension and to



encourage students to use contextual clues to order a text. From all activities, it can be inferred that songs has a close relation to the students' life. Songs can make the students is accustomed in listening English well. So, this activity will help the students improve their listening skills step by step, gradually, and slow but sure.

### **CHAPTER III RESEARCH METHOD**

#### **A. Type of The Research**

This research study is action research that is aimed at improving students' listening skill in the teaching and learning process through songs in the Class VII SMPN 2 Gamping in the academic year of 2013/2014.

In conducting the study, the researcher worked together with his collaborator in deciding the subject of the research, identifying the field problems occurring in the target classroom, up to implementing the actions. The school headmaster, the English teacher, and the students were also invited to work collaboratively in conducting this action research.

The research team involved the class VII students, my collaborator, and I as the researcher. The object of the research is students' listening skill that was improved by using songs.

#### **B. The Setting of The Research**

The study took place in the eight grade of SMPN 2 Gamping in the academic year of 2013/2014, especially in class VII. This study uses only one class i.e. class VII. There are 32 students in this class. The school is located in Trihanggo, Gamping, Sleman, Yogyakarta. The teaching and learning in SMPN 2 Gamping is in line with the KTSP 2006. The syllabus covers the standard of competence, basic competence, learning material, learning activity, indicator, evaluation, allocated time, and learning sources. The

design of the lesson plan is based on the standard competence, and indicators as covered in the syllabus. The lesson plan also includes learning objectives, learning material, and learning method, steps of learning activity, learning sources, and evaluation.

### **C. Time of The Research**

This study was conducted at SMPN 2 Gamping, started from July 12<sup>th</sup>, 2013 until September 4<sup>th</sup>, 2013. The research was carried out in the academic year of 2013/2014.

### **D. Subjects of The Research**

The subjects for this research study were the students of eight grades at SMPN 2 Gamping. This study involved 36 students in the VII class. The English teacher, students, and school principal worked cooperatively with the researcher as a team in conducting this study.

### **E. Instruments of The Research**

The main instrument of this study is the writer as a researcher since he undertook the observation, planning, implementation, evaluation, reflection, and makes a report. Besides that, the instruments of this study are interviewing guidelines, field notes, observation check-lists, photograph, and some documents.

Instruments of this research are presented below:

1. Interview Guidelines

Interview guideline was used as a guide when the researcher conducted interview with the students and collaborator during the research. Hence, the interview would be in the right procedure.

2. Observation Checklist

It was used to check the application of teacher's feedback in teaching and learning process. Observation checklist referred by putting a mark/ tick to statements of listening process which had been done.

3. Students Listening Task

It was used as media to get information whether there was an improvement of the students' listening skill or not after the songs given on students.

## **F. Data Collection Technique**

In collecting the data, the researcher used the following techniques.

1. Observation

The researcher conducted the observation before and during this study. The observation before this study is aimed to identify all problems in that school, while the observation during this study is to find out the improvement of students' listening skills. During this study, observation check-list was made to be used by my collaborators. It would help to find the validity of this study.

## 2. Interview

Some interviews were conducted during this study. The researcher interviewed his collaborators in-depth. It aims to collect their opinions of the technique used in this study and the students' writing skill improvements. The results of this interview were presented in the form of interview transcriptions.

## 3. Notes

The daily notes of the collaborators were used in collecting the data as well. Those notes were gathered during the observation and based on their opinion of daily English teaching and learning process of listening.

## 4. Photograph

That photograph was used to prove the real condition in the classroom during this study. That is used to find out the interactions among students and teacher in the classroom.

## 5. Documents

Documents were also be used to gather the data. Some of those documents are students' listening tasks and students' listening scores.

# **G. Data Analysis**

## 1. Data analysis technique

The data were obtained from the action conducted in the field. Firstly, the researcher looks up the findings as genuine data such as field notes, interview transcripts, and other records. He then analyzes the description of

opinions, performances and the result of research. Secondly, from the interview transcript, it can be shown the progress of the implementation given. Additionally, the researcher and the teacher had the chances to give their own opinions, ideas, and comments about the implication of the action research. That is useful to avoid subjectivity in analyzing data and to get trustworthiness.

## 2. Data validity

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogue validity (Burns, 1999: 161-163).

- a) Democratic validity which is concerned with the extend in which the research is truly collaborative. The researcher fulfilled the democratic validity by asking the English teacher to be her collaborator in conducting this research.
- b) Outcome validity which is related to the notion of actions leading to outcomes those are successful within research context. The researcher fulfilled the outcome validity by providing the genuine data.
- c) Process validity which raises questions about the process of conducting the research. The researcher fulfilled the process validity by planning, implementing, and revising the actions.
- d) Catalytic validity which allows participants to deepen their understanding of the research by monitoring other participants. The researcher fulfilled the catalytic validity by interviewing the collaborator and the students and asking the students to give their feedback.

- e) Dialogic validity which is related to the notion that the research is conducted through reflective dialogue with critical friends or other practitioner researchers. The researcher fulfilled the dialogic validity by having discussions with the first and the second consultant.

To obtain the trustworthiness, Burns (1999: 163) suggests four triangulation techniques. They are time, space, investigator, and theoretical triangulation. This research used two validities. The forms of triangulation are as follows.

- a) Time triangulation

Time triangulation means that the data are collected at one point in time or over a period of time to get a sense of what factors are involved in change processes.

- b) Investigator triangulation

In this way, more than one observer is used in the same research setting to avoid observer bias and provides checks on reliability of the observations.

To assess the reliability of the data, the researcher involved more than one sources in gathering the data. The researcher involved the research team, the English teacher and the students. The researcher also referred to many theories in conducting this research study. To make the research become reliable, the researcher used authentic data such as transcript of record interview, field notes and photograph.

### 3. Research Procedure

As action research, this research consists of two steps: reconnaissance and action.

#### a) Reconnaissance

The identification of the field problems was done as the first step of the reconnaissance. The problems were identified based on the observation and interview. The opinions, ideas and suggestions to formulate the problems were given by other research team members.

#### b) Action

The action stage consisted of planning, implementation, evaluation, and reflection.

##### 1) Planning

The researcher collaborates with the researcher team members in making a list of plan of action for improvements to be carried out in English teaching-learning process in class VII, SMPN Gamping.

##### 2) Implementation

The plan of actions that was agreed by all research members then was performed in the classroom. The researcher observed and recorded the interaction between the teacher and students and/or among students during the teaching-learning activities.

##### 3) Evaluation

Some notes about the interaction were made by the researcher. Then, some changes of the English teaching-learning interaction that



happened in the classroom were discussed by the researcher and the other research members collaboratively. The responses were found from the other research members.

#### 4) Reflection

Based on the observation and the interaction happening, the input of the action was searched from the references related to the problems. The findings were analyzed and synthesized by the researcher himself and all other researcher members. If the action was considered to be successful, it was recorded as one of alternative efforts to improve the listening skill in class VII, SMPN 2 Gamping. The improvement of the changes was continued to the next action with the same cycle when the processes achieve positive results. However, the process was recycled when the process achieves negative result. The research cycle was stopped when the quality of listening skill in class VIIB SMPN 2 Gamping was regarded to have achieved the standard of competence or the stated indicators.

## **CHAPTER IV**

### **RESEARCH PROCESS, FINDINGS AND DISCUSSION**

#### **A. Identification of The Problems**

This research is based on the action research procedure suggested by Kemmis and Mc Taggart (1988) in Burns (1999: 33). In this research, the procedure covered some steps namely planning, action, observation and reflection. In planning, the researcher and the English teacher identified the problems based on the observation. Then, the researcher determined the problems that were possibly solved by having discussion with the teacher. After that, she planned the actions that can be implemented to overcome the problems. In actions, the researcher implemented media songs in the teaching and learning process of reading. During the implementation, the researcher, the English teacher, and the collaborator observed the condition of the teaching and learning process as well as the students. It was done to know the students' responses and the impact of the actions. Finally, they did the reflection on each meeting and per-cycle. It was done to evaluate the success and the problems appearing during the implementation. In cycle one the researcher planned two meetings, while in cycle two the researcher planned two meetings.

Before discussing the problems, it is important to review the result of the preliminary observation conducted on July, 31<sup>th</sup> 2013, in VII B class, and of the pretest. The situation in the teaching and learning process is described from the following vignette

## Vignette I

July, 31<sup>th</sup>, 2013

R: Researcher

ET: English Teacher

Ss: Students

Only some Ss were in the class, when R and ET arrived after the bell rang. ET then asked Ss about the others. Ss said that they did not know where they were. ET let R to sit while waiting for other students. R then sat in the back row and made some notes during the lesson.

After a few minutes waiting, the Ss came to the class. ET asked for a reason why they came late and warned them not to come late again. Then, ET let them to sit and greeted the Ss, “*Good morning, everybody?*” Not all the Ss responded him yet, he repeated louder and all Ss responded it. Before the lesson was begun, ET, firstly, introduced R to Ss and told them that R would conduct observation related to R’s study. ET then led them to say short prayer and called their roll.

Having been sure that all Ss had been ready to begin the lesson, ET asked Ss to get their English text book and the dictionary. **They seemed reluctant to do ET’s instruction. A student, who sat in the back row, even, laid his head on the table while he was opening his book.**

After that, ET asked the Ss about the lesson they had learned before. Since there was no one answering ET’s question, ET repeated the question once more and encouraged them to answer. But still, no one gave the answer. ET then pointed a student who seemed so sleepy. The student was shocked and seemed not ready yet. He poked his friend asking for help. It took about a few minutes, before eventually ET asked the student who sat next him to help.

ET then pronounced some expression about how to greet. ET asked them to repeat it after her. **Some of the S still couldn’t pronounce it accurately. Some Ss even intended to have chatting with their friends softly, drawing, or reading another book that he hid in his drawer.** But then they stopped their own activities when ET warned them that if they did not finish the task, they would get a punishment. Ss then seemed so busy with their tasks, and the class was quiet at once. When Ss were doing the task, ET walked around the classroom. **But while doing this, ET rarely checked or asked the Ss’ difficulties.**

After about twenty minutes had gone by, ET asked the Ss whether they had finished or not yet. Almost all of Ss answered, “*Not yet.*” ET thus gave them additional time to finish their task. It was about ten minutes passed, when ET announced that the time was over. ET assured himself that all Ss finished their task by asking them, “*Have you finished?*” but there were only few students answered “*Yes.*” ET then warned them that the time was over and asked them to stop doing the task. Ss were asked to read the dialog which did by Ss. Here, ET’s attention was too much focused on S who got the turn to read the dialog, checking and correcting pronunciation, or correcting right answer, instead of paying attention to other Ss. **Other Ss thus did not pay attention to their friend’s work. It was observed that some of them were still busy completing their task, copying their friend’s work, or having chatting with his/her friends.**

The activity then carried on answering some questions based on the text. **The Ss grumbled and looked bored. Some of them were laying his head on the table while doing the task, even a student who sat on the corner fell asleep.** ET then awoke him up, and asked him to wash his face. After the time given was over, ET asked Ss to check the task of his/her friend who sat next to him/her. ET, firstly, read a question and asked

for a volunteer to answer. The students were reluctant to answer the teacher's questions. But then when the teacher told them that the task would become his/her daily test points, some Ss then were willing to answer the questions.

The bell rang. Ss looked happy. ET reflected the material that they had learned on that day briefly, led them to say short prayer and closed the lesson.

App/A/FN-04/July.31<sup>th</sup>, 2013

From the vignette above, the researcher noted some problems dealing with the teaching and learning process of reading in grade VII B. It could be observed that there was a little interaction between the teacher and the students or among the students themselves during the lesson. The students tended to do the activity individually, such as doing task. When they had a chat with their friends, for example, they did not talk about the lesson but they talked about something else. It was also observed that only few students participated actively during the lesson. They rarely asked questions, even when they found difficulties. Thus, it made the teacher find difficulties to get a volunteer who wants to answer his questions.

Moreover, the teacher seemed to have difficulties in monitoring the students' activities. She could not manage to monitor other students as he focused only on the one getting the turn to read a text. This situation then made other students busy with their own activities, instead of paying attention to their friends were in reading turn.

The students also had low motivation during the teaching and learning process of reading as observed from the students' attitude or responses during the teaching and learning process. They were reluctant and seemed bored, for example, when they were asked to read, or to answer the questions. The situation then influenced the students' listening comprehension. Furthermore, the teacher tended to apply monotonous activities. She asked students to translate the text or

followed the text book's activities rather than explored his competencies through some effective technique.

Besides doing the observation, interviewing the English teacher and the students, the researcher conducted a pretest to know the students' listening comprehension. The pretest items presented some texts followed by some multiple-choice questions. The students were required to do the test individually. The result shows that 6 students were still categorized to have "poor" listening comprehension and the rest had "sufficient" listening comprehension. It shows there was a need to improve listening comprehension. The-pretest result is available in the appendix F.

### **I. Determining The Problems**

In this step, the researcher identified the problems which occurred in the teaching and learning process of reading in grade XII IPA. In doing this, the researcher observed classroom activities, interviewed the English teacher, the students and held a pretest. There were some problems related to the students reading comprehension. Those could be seen in the following table.

**Table 1: field problems**

<b>No</b>	<b>Problems</b>
1	The students could not comprehend the listening task well.
2	The students had inadequate mastery of grammar, pronunciation and spelling.
3	The students had difficulties in finding details information in listening activities.
4	The students lacked confidence in asking difficulties.
5	The students lacked vocabulary.
6	There was little interaction between teacher and students, and among the students themselves.
<b>No</b>	<b>Problems</b>
7	There were only few students who participated actively.
8	The teacher got difficulties monitoring the students' activity one by one.

9	The students had low motivation.
10	The activities seemed monotonous.
11	The teacher was having difficulties to find a volunteer.
12	The materials were not interesting.

Based on the problems founds in the field, the researcher, the teacher, and the collaborator then collaborated to solve those problems. By considering the time, fund, and energy, the research members decided to solve the problems in the teaching and learning process based on its priority scale. The problems were as follows:

1. The students could not comprehend the listening task well.
2. The students had inadequate mastery of grammar, pronunciation and spelling.
3. The students lacked vocabulary.
4. There was little interaction between teacher and students, or among the students themselves.
5. There were only few students who participated actively.
6. The activities seemed monotonous.
7. The students had low motivation.

## **II. Determining the actions to solve the problems**

After the researcher, the English teacher and the collaborator had a further discussion about the problems, they looked for the actions possible to do to solve the problems. They discussed the actions that could be applied in the teaching and learning process of reading that was concerned with improving the students' reading comprehension. Based on the discussion, the

researcher, the English Teacher as well as the collaborator, agreed to implement the following actions:

- a. Conducting songs as teaching media to improve the students' ability in finding details information or students' vocabulary mastery, the students' interaction between the students and the English teacher and among the students, as well as the students' motivation in the teaching and learning process of listening and students' listening comprehension.
- b. Using the handout and songs to provide interesting listening material or to guide the students to stay in track while practicing the media songs as teaching listening strategies and comprehending listening task.

## **B. The report of actions and discussions**

### **1. The implementation of actions in cycle I**

#### **a. Planning**

While formulating the actions, the researcher discussed the problems with the English teacher. Based on the list of the problems to solve, they agreed and planned to use songs as a media to improve the students' listening comprehension in listening class. By doing this, the researcher and the English teacher expected that there would be better changes in the teaching and learning process of listening. Those changes covered the improvements in the students' ability in comprehending listening task, finding the details of information, in their vocabulary mastery, motivation in learning, as well as in the interaction between the teacher and the students or among the students themselves.

In implementing song as a teaching media, the researcher followed the three phases of listening. There were given as follows:

### 1. Pre-teaching

The teacher gave general apperception to recall students' background knowledge of a lesson or material that was going to learn.

### 2. Whilst- teaching

- a) The teacher introduced and explained strategy of listening songs and gave students tasks, in 1<sup>st</sup> meeting.
- b) The teacher then asks students to use the strategies while listening songs.
- c) The teacher asks the students to guess what is the songs tell about.

### 3. Post-teaching

- a) The students were asked to use the expressions in the song that related to the material.
- b) The students did tasks individually.

### b. The implementation of the actions and observation

The pre-test was carried out on September 4<sup>th</sup>, 2012. While the action was carried in four meetings, September 6<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>, and 13<sup>th</sup>. The schedule can be seen on the table below.

**Table 2: The schedule of cycle 1**

Meeting	Day and date	Time	Material
1 <sup>st</sup>	Friday, September 6 <sup>th</sup> , 2013	10.20-11.00	Greeting and introducing: “Where’s thumb kind?”
2 <sup>nd</sup>	Tuesday, September 11 <sup>th</sup> , 2013	10.30-11.50	Order and Prohibition: “Will you take out the trash?”

During the actions, the researcher acted as ‘the teacher’ while the English teacher and the collaborator acted as observers. Both observers took notes and used observation checklist to observe the teaching and learning process whether



the plans agreed before were implemented, changed, or improved. The complete description of implementation in the first cycle is described as follows:

### **1) Meeting 1**

The first meeting was conducted on September 6<sup>th</sup> at 10.20 a.m – 11.0 a.m. The researcher began the class after the English teacher let her to start teaching. In the beginning, the researcher greeted the students. She told that from now and some meetings onwards the researcher would teach the students English. She further introduced herself as well as the collaborator who accompanied her while doing the research. She checked the students' attendance list and started the lesson. There was one student who was absent on that day.

In this meeting the researcher focused on introducing songs as a media to comprehend listening to learn greeting and introducing someone/oneself. During this study, handout was used to provide the students interesting and various materials.

The researcher distributed a handout to each student. Guided by the researcher, the students were asked to listen '*some hits songs*', then ask them "*Have you ever listen this song?*". Almost all of the students know the title and the singer of the song. While doing this activity, the researcher motivated and complimented them by saying, "*Great,*" "*Good,*" or "*Well done.*"

Following this, the researcher and the students discussed about greeting and introducing oneself or another. After the researcher ensured that the students understood her explanation, He then invited the students to share

what problems they usually. There was no one answering her questions. However, after He simplified his question and persuaded them to answer, the students were willing to share their problems dealing with listening English songs and materials. They were such as, spelling, pronunciation, vocabulary mastery, getting information, etc. In this case, the researcher told them that texts would be easy to understand if they pay attention and listen the songs carefully.

When R asked ‘*What problems did you find while listening songs?*’ no one answered the R’s question. The Ss seemed doubtful to share their problems. But After R simplified her question, “*Do you have some problems while listening English songs?*” All Ss said, “*Yes.*” The researcher then asked, “*What problems?*” They were still quiet. R persuaded them, “*Come on guys, your mark would not get worst or you won’t get a punishment just because of answering the question?*” They were smiling then told R their reading problems.

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App/A/FN.10/Oct. 6<sup>th</sup>, 2013

At first, the students were played a song “*Where is thumb kind?*”. The researcher told the students that the song is related to the material that they learned in that meeting. The students looked curious. Here, the researcher then asked them to sing and acted out that song in front of class. Before they started practicing it, the researcher gave an example how to sing and act out that song. Then, the researcher asked for volunteer to do it in front of class, but no one wanted to do it. Finally, researcher chose one of them by looking on the attendance list. The student had some problems in performing the activity, such as lack of confident, he didn’t know how to spell the words in the song, he didn’t has motivation to try his best as he could.

One of the students named Febrian, try to be a volunteer, but he ask a question first, *“How if I don’t know the lyric sir? I can’t pronounce it well sir”*. R motivated him and said, *“No problems. It doesn’t matter”*. Then, he sung and acted out the song. “Wow, Great! Febrian”, said the researcher. Then, R asked the other S to do the same.

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App/A/FN.10/Oct. 6<sup>th</sup>, 2013

From that matter, it could be seen that the students’ difficulties could be more addressed and the researcher could help them handle their difficulties more intensively.

Researcher gave students listening task. The students were guided to look at the answer then choose the right answer related to the conversations which played by Researcher. They were asked to listen it more carefully to help them answered that task. After they finished the task, researcher gave another activity.

Before doing the next activity, that was presenting the discussion result, the bell rang. The researcher then summarized the whole story together with the students. She then reflected all the material learned on that day and asked the students to make the following tasks as homework. The researcher then thanked for their participation and closed the lesson by saying short prayer.

The discussion on the first meeting did not run naturally. The researcher still provided abundant help and guidance while students did the discussion. Besides, the students were still anxious during listening class. They were unwilling to ask when they got difficulties. Furthermore, the discussion was still carried in pairs instead of in groups. Moreover, the time

management of the teaching and learning process was not covered well. Though, the interaction was better but it needed to be improved. In addition, the research members agreed to start group discussion in the next meeting. They also suggested the researcher to pay attention to the time-management. Thus, the goal of teaching and learning process of listening was accomplished well.

### **1) Meeting 2**

The second meeting was carried out on Tuesday, September 11<sup>th</sup>, 2013. The researcher, the English teacher and the collaborator came to the class earlier after the bell rang.

Before the explained the material about thanking and asking/giving information, the researcher did apperception by playing a song with title "*Will you take out the trash?*". After played the song for several times, the researcher asked one of the students, "*Will you take out the thrash then put it on the rubbish bin?*". The student didn't know what the researcher talking about. Then, the researcher repeated to order the student again while researcher pointed at the trash then pointed again to the rubbish bin. Finally, the student known what she would do, and she did it. After that, the researcher asked to them "what the song tells about". They answered, "Order, sir".

The researcher begins to explain the material about "order and prohibition". Then, he asked students' difficulties.

### **c. Reflection of cycle 1.**

## **2. The implementation of actions in cycle 2**

### **a. Planning**

**b. The implementation of the actions and observation**

**1) Meeting 4**

**2) Meeting 5**

**c. Reflection of cycle 2**

**C. The Students' Score**

In this part, the researcher shows the result of the students' score as performed in pretest and posttest.

**Table : The students' score on pretest and posttest**

No	NAMA SISWA	M/F	Pretest	Posttest
1	S 1	M	67	80
2	S 2	F	60	87
3	S 3	F	73	93
4	S 4	M	60	87
5	S 5	F	53	73
6	S 6	F	80	93
7	S 7	F	53	73
8	S 8	F	47	80
9	S 9	F	53	67
10	S 10	F	60	73
11	S 11	M	53	80
12	S 12	F	60	87
13	S 13	M	73	80
14	S 14	F	67	80
15	S 15	M	40	67
16	S 16	M	73	87
17	S 17	M	73	80
18	S 18	F	67	80
19	S 19	F	60	87
20	S 20	M	67	80
21	S 21	M	73	100
22	S 22	M	53	67
23	S 23	F	80	100
24	S 24	M	67	73
25	S 25	M	60	80
26	S 26	M	67	87
27	S 27	F	73	73
28	S 28	F	67	87

29	S 29	M	80	80
30	S 30	F	67	73
31	S 31	F	60	80
32	S 32	F	73	73
33	S 33	M	87	100
34	S 34	M	67	80
35	S 35	F	80	93
Total Sore Mean			2293 (35 students)	2860
			60.51	84.72

The result of the pretest and posttest above shows the difference between the result of pretest and posttest. The mean of the pretest is 60. 51, meanwhile the mean of posttest is 84. 71. It means that the mean of the pretest and posttest improved about 24. 21. The mean was obtained from 35 students. From the result above, it could be concluded that song could improve the students' listening achievement.

#### **D. Research Findings**

**Table : The findings after the implementing RT in improving reading comprehension**

#### **E. Research Discussion**

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, SUGGESTION**

#### **A. Conclusion**

This research was implemented at class VIIB of SMP N 2 Gamping began in July 12<sup>th</sup>, 2013 until September 4<sup>th</sup> 2013, during the first semester of the academic year 2013/2014. The aim of the study which is improving the students' listening achievement by using songs was successful. The researcher also implemented accompanying actions namely, *credit points* to support the result. The actions which are carried out in two cycles were effective in improving the students' reading comprehension, interaction, vocabulary mastery, motivation, and self-confidence. In this study, the data are presented in the form of qualitative data and quantitative data. Here is the conclusion of the research.

In the first cycle, it was found that songs could improve the students' ability in finding the detailed information from the songs which played. It was successful in improving the interaction between the teacher and the students or among the students themselves. Besides, memorizing the lyrics could improve the students' vocabulary mastery. However, the use of songs could not improve the students' motivation maximally. That was why the researcher had to add an accompanying action in cycle II, namely '*credit point*'.

The credit point was divided into two categories. It was individual point for individual students and group point for group participation. During the

second cycle, the researcher found that *credit points* could maximize the students' motivation.

In terms of quantitative data, there was an improvement on students' reading comprehension. It could be seen from the mean of the students' listening achievement in pretest and posttest result.

## **B. Implication**

The research findings show that the use of song as a media can improve the students' listening achievement. The students were also happy and could enjoy learning of listening by using that technique. They liked to have a discussion with their friends. By having such discussion, the students were able to have better understanding on listening than before. It is because the discussion let the students share their ideas or their comprehensions without much worry. This situation then could improve the interaction either between the teacher and students or among the students themselves.

Moreover, the listening achievements were successful to make the students listen song systematically. In the beginning, for example, they began to predict the song played by listen at the record. Then, they did some activities that the researcher asked.

Furthermore, this technique gave a significant change of the students' motivation, when it was combined with other actions such as giving rewards. The '*rewards*' that was carried out during the second cycle was successful to make the students active in each activities during the listening class. Thus, the



aim of this study that was improving the students listening achievement or other supported situations in listening class, such as, interaction, and motivation could be reached successfully. In summary, the implications of the study are as follows.

1. The use of song was effective to improve the students' listening achievement. It allowed the students to have practices in listen the activities.
2. The use of song was very effective. It allowed the students to have a social skill by having discussion and interacting with one another. Besides, it makes the students happy while doing these kinds of activities. It also challenged the students to practice the target language.

### **C. Suggestions**

Considering the implications of the study, some suggestions will be directed toward the students, the English teachers and other researchers.

1. To the students

In relation to the development of their listening achievement, it will be much better if the students listen more various texts based on their own interest. They can make own their opportunities in improving their listening by having discussion inside or outside class. It will benefit them if they can develop their vocabulary mastery, the knowledge of various text types or cooperation, and self-motivation.

## 2. To the English teachers

It is necessary for the English teachers to improve the quality of their teaching in order that the goals in teaching and learning process can be accomplished well. Using different kinds of tasks and teaching media will be useful and interesting for the students since improves their attention to the subject matter.

It is also necessary for the English teachers, to conduct a similar technique and involve themselves in the discussion activities by giving guidance, asking the students' difficulties, monitoring their activities or checking their understanding.

## 3. To other researchers

This study is mainly intended to describe how songs can be applied to improve the students' listening achievement. There are many problems that are not yet solved in listening comprehension issues. For the researchers that want to conduct a similar research, this study may be used as one of the reading sources as well as a reference of how reciprocal technique is conducted, listening achievement.

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# **Appendix A:**

## **Field Notes**

No : FN 01  
Hari, tanggal : Jum'at, 12 Juli 2013  
Jam : 07: 45  
Kegiatan : meminta izin untuk penelitian  
Tempat : Ruang Guru  
Responden: P: Peneliti  
TU: Tata Usaha  
I. S: Sri Mulyani (Guru Bahasa Inggris)

P datang kesekolah pada pagi hari dan langsung menuju ruang TU, sebelumnya P telah menghubungi I.S untuk bertemu hari itu. Setelah P mengkonfirmasi keperluan P kepada staff TU yang sedang bertugas, TU kemudian memberikan jadwal dan mempersilahkan P untuk menunggu di ruang tamu. Setelah beberapa saat menunggu, akhirnya I.S datang. Setelah mengemukakan beberapa hal, P kemudian meminta izin untuk melakukan penelitian di kelas I.S. I.S pun memberikan izin untuk memakai kelasnya. IS kemudian menanyakan tentang fokus penelitian yang akan dilakukan, P pun mengemukakan beberapa hal terkait dengan penelitiannya yaitu tentang *Listening Comprehension*. Setelah mendengarkan uraian P, I.S meminta P untuk menghubunginya lain hari agar bisa membahas beberapa hal terkait penelitian dengan lebih leluasa, karena pada hari itu I.S akan mengajar. P pun menyetujui dan akan menemui I.S keesokan harinya di jam yang telah disepakati. P akhirnya berterimakasih dan mohon pamit kepada I.S.

No : FN 02  
Hari, tanggal : Selasa, 23 Juli 2013  
Jam : 09.10  
Kegiatan : membicarakan masalah berkaitan dengan *Listening* serta kelas yang akan dipakai  
Tempat : Ruang Guru  
Responden : P: Peneliti  
I.S: Ibu Slamet

Setelah P dan IS bersepakat untuk bertemu, P langsung menuju ke Ruang Guru untuk melanjutkan pembahasan tentang penelitian yang akan dilaksanakan. Setelah beberapa saat menunggu, IS yang baru selesai mengajar pun datang lalu menghampiri P di ruang tunggu tamu. Setelah menanyakan beberapa masalah tentang pembelajaran bahasa Inggris khususnya listening, serta kemampuan siswa di sekolah dalam mendengarkan ungkapan-ungkapan dalam bentuk bahasa Inggris. **IS mengakui memang hanya beberapa siswa yang mampu mendengarkan dan memahami ungkapan-ungkapan dengan baik dan kebanyakan dari mereka masih mengalami kesulitan.** IS berpendapat bahwa kesulitan tersebut **dikarenakan motivasi belajar siswa yang kurang.** Setelah membicarakan beberapa hal terkait dengan permasalahan seputar *listening* dan juga fokus penelitian yang akan dilakukan, P pun meminta izin untuk melakukan *observasi* untuk mengetahui dan mengamati beberapa masalah yang timbul ketika pembelajaran bahasa Inggris. Terkait dengan tema penelitian P, IS pun lalu memberikan pertimbangan dan menawarkan kelas VIIB sebagai kelas yang akan dijadikan penelitian. P pun menyanggupi dan IS pun menyarankan untuk menemui Kepala Sekolah terlebih dahulu, untuk meminta izin serta memberikan konfirmasi akan diadakannya penelitian. P kemudian berpamitan dengan IS.

No : FN 03  
 Hari, tanggal : Rabu, 24 Juli 2013  
 Jam : 07: 30  
 Kegiatan : meminta izin kepada kepala sekolah untuk melakukan penelitian  
 Tempat : Ruang Kepala sekolah  
 Responden : P: peneliti  
               B.S: Sugiyarto (Kepala sekolah)  
               I.S: Ibu Sri Mulyani

Setelah menanyakan kehadiran BS kepada guru Piket. P pun di persilahkan untuk menemui BS diruangannya. P menuju ruang BS. Setelah P mengetuk pintu dan mengucapkan salam. P pun dipersilahkan masuk dan duduk. Setelah itu, P mulai memperkenalkan diri dan maksud kedatangannya dengan memberikan surat izin observasi serta proposal penelitian kepada BS. BS pun membaca surat izin observasi dan juga membaca sekilas proposal penelitian yang diberikan oleh P. BS lalu menanyakan apakah P sudah menemui guru bahasa Inggris yang bersangkutan atau belum. P pun menjawab bahwa P telah menemui IS dan meminta izin melakukan penelitian dikelasnya yaitu kelas VII B. BS kemudian menanyakan beberapa hal tentang fokus penelitian yang akan P lakukan. P pun memaparkan beberapa hal tentang penelitiannya. BS pun akhirnya mengizinkan P untuk melakukan penelitian. Setelah pembicaraan dirasa cukup. P pun berpamitan kepada BS.

No : FN 04  
 Hari, tanggal : Rabu, 31 Juli 2013  
 Jam : 10.30-11.50  
 Kegiatan : Obsevasi  
 Tempat : Ruang Kelas VII B  
 Responden: P: peneliti  
               I.S: Ibu Sri  
               S: Siswa

Setelah IS memberi izin kepada P untuk melakukan observasi pada hari itu, P bersama dengan IS terlibat percakapan tentang persiapan observasi yang akan dilakukan. Karena kelas yang akan dipakai observasi akan diselenggarakan setelah istirahat pertama, maka IS meminta P untuk menunggu hingga bel istirahat habis. Setelah jam istirahat habis, BS pun mengajak P keruang kelas.

Hanya ada sebagian S ketika IS dan P masuk ke kelas dan mereka agak terkejut dengan kehadiran P. IS lalu menanyakan keberadaan S yang belum hadir. S yang berada dikelas pun menggeleng tidak tau. Setelah itu, IS mempersilahkan P duduk dan mengambil tempat untuk melakukan observasi. P kemudian duduk di deretan bangku belakang.

Tidak lama kemudian, beberapa S pun berdatangan lalu duduk dibangku mereka masing-masing. Setelah itu, IS pun membuka pelajaran hari itu dengan salam. Ketika IS memberi salam, "*Good morning, everybody?*" S belum semuanya menjawab. Lalu IS pun mengulangnya dengan lebih keras dan semua S pun menjawab dengan lantang, IS Lalu memperkenalkan P kepada Ss serta tujuan P yang tengah mengadakan observasi. Setelah itu IS memimpin doa dan memeriksa kehadiran S, ada satu S yang tidak hadir pada hari itu.

**IS lalu meminta S untuk membuka buku bahasa inggris mereka. S Nampak enggan ketika membuka buku Bahasa Inggris mereka.** Sebelum melanjutkan pembahasan pelajaran hari itu IS pun lalu bertanya tentang beberapa hal mengenai pelajaran di pertemuan sebelumnya, yaitu tentang *Greeting*. Karena tidak ada yang menjawab pertanyaanya, BS pun lalu mengulangi pertanyaanya sekali lagi, dan menunggu jawaban dari S. **Beberapa S**

**terlihat ingin menjawab namun mereka ragu**, karena tidak satupun S yang menjawab pertanyaan darinya. IS pun menunjuk salah satu S yang terlihat mengantuk. S itu pun nampak terkejut, lalu meminta bantuan pada teman sebangkunya. Setelah menunggu beberapa saat dan S masih belum menjawab, IS pun meminta teman sebangkunya untuk membantunya menjawab. Temannya pun lalu menjawab pertanyaan yang diajukan oleh IS dan IS melanjutkan kegiatan selanjutnya, tanpa meminta S yang pertama ditunjuk untuk mengulangi jawaban yang diberikan oleh temannya tadi.

Setelah itu, IS pun sedikit mengulangi materi yang sudah diajarkan pada pertemuan sebelumnya. IS mengucapkan ungkapan-ungkapan tentang greeting dan meminta S untuk menirukan dan mengikuti apa yang diucapkan IS. **Beberapa S pun terlihat belum bisa melafalkan dan mengucapkan dengan benar.** Sebagian dari mereka bahkan tak menghiraukan perintah IS dan masih bercakap-cakap dengan teman mereka sehingga suasana semakin gaduh, ada pula yang mencoret-coret buku tulis mereka, dan bahkan ada yang terlihat mengantuk. Melihat situasi ini IS pun berkata "*Baik anak-anak, bagi siswa yang ribut sendiri dan tidak memperhatikan pelajaran, nanti akan saya hukum!*". Mendengar peringatan tersebut, S pun seketika diam. Kemudian, IS memberikan task kepada S berupa melengkapi dialog yg rumpang. S terlihat sibuk dengan pekerjaan mereka masing-masing. Selama S sibuk dengan pekerjaan masing-masing, sesekali guru berkeliling untuk memeriksa pekerjaan S. **Meski selama kegiatan ini ada beberapa S yang terlihat hanya menyalin hasil pekerjaan teman mereka.**

Sekitar kurang lebih 20 menit S disibukkan dengan tugas melengkapi dialong rumpang, IS pun kemudian memeriksa apakah S sudah selesai atau belum. S pun berkata "*Not yet, Mam*", dan IS pun kemudian memberi tambahan waktu untuk menyelesaikan tugas tersebut. **Selama kegiatan ini interaksi dikelas semakin minim.** Meskipun selama S mengerjakan tugas yang di berikan, IS berkeliling, namun dia nampak tidak memeriksa/menanyakan kesulitan yang mungkin di alami oleh Ss. Setelah sekitar 10 menit berlalu. BS pun kemudian mengatakan bahwa waktu habis.

Setelah memeriksa bahwa semua S telah menyelesaikan tugas mereka, IS pun kemudian meminta S secara bergiliran dan berpasangan untuk membaca salah satu dialog yang sudah dikerjakan. Dalam kegiatan ini, IS memperhatikan *pronunciation* dan juga jawaban mereka. Beberapa S yang akan membaca, terlihat mencermati lalu mengurutkan kalimat mana yang akan mereka baca, sehingga mereka hanya membaca kalimat yang akan mereka baca ketika giliran mereka tiba. **Para S pun masih banyak yang belum bisa mengeja dan melafalkan kata-kata dan kalimat dengan benar. IS menunjukkan lafal dan ejaan yang benar kepada S, namun mereka masih belum bisa membaca lafal dan ejaan yang benar. IS pun mengulang ucapan tersebut berkali-kali dan menyuruh S untuk mengikuti dan menirukan sampai benar-benar bisa.** Dikarenakan banyak Ss yang tidak memperhatikan, banyak Ss juga yang mempunyai masalah yang sama dalam memahami apa yang disampaikan IS. Akibatnya, **banyak Ss yang belum bisa mencermati dan memahami apa yang IS sampaikan walaupun sudah diulangi berkali-kali.** Ketika IS disibukkan dengan memperhatikan S yang sedang membaca dan memperagakan dialog didepan kelas, **beberapa Ss nampak masih sibuk menyelesaikan tugas mereka, ada juga yang hanya menyalin jawaban teman mereka.**

Setelah kegiatan tersebut selesai, **tanpa menyimpulkan atau mengecek pemahaman S terlebih dahulu, S pun diminta untuk menjawab beberapa pertanyaan terkait dialog yang telah mereka baca.** Kegiatan ini membuat Ss semakin frustrasi. Beberapa Ss terlihat meletakkan kepala mereka diatas bangku, seorang S yang berada di pojok kelas bahkan tertidur. IS pun lalu membangunkan S yang tertidur dan memintanya untuk kekamar mandi. Setelah S mengerjakan tugas yang diberikan, IS meminta Ss untuk saling bertukar hasil pekerjaan mereka. Setelah itu IS membaca pertanyaan yang ada di buku



dan meminta Ss untuk menjawab. Setelah menunjuk beberapa S untuk menjawab, kegiatan tanya-jawab itu pun selesai. IS pun lalu mencatat nilai mereka di lembar penilaian.

Bell pulang berbunyi, S terlihat sangat senang. IS lalu memimpin doa dan menutup pembelajaran pada hari itu.

No : FN 05  
 Hari, tanggal : Kamis, 1 Agustus 2013  
 Jam : 12.10  
 Kegiatan : Konsultasi soal pretest-posttest.  
 Tempat : Ruan Guru  
 Responden : P: peneliti  
 IS: Ibu Sri

Setelah P bersepakat dengan IS untuk berkonsultasi soal pre-test/post-test. P pun datang dan langsung menemui IS yang kebetulan sudah selesai mengajar dan sedang berada di meja kerjanya. P kemudian mulai mengkonsultasikan beberapa hal terkait persiapan penelitian, khususnya pretest dan post test. IS pun memeriksa dengan seskasama, soal yang akan dipakai untuk menguji kemampuan pemahaman S. Setelah melakukan pemeriksaan terhadap soal yang akan disajikan, IS pun meminta P untuk melakukan beberapa revisi terkait *songs* yang akan digunakan. IS jugamemberi masukan untuk mengujikan *songs* terlebih dahulu dikelas lain. Setelah beberapa persoalan didiskusikan. P pun kemudian berpamitan kepada IS.

No : FN 06  
 Hari, tanggal : Jum'at, 2 Agustus 2013  
 Jam : 11.05  
 Kegiatan : berkonsultasi RPP dan penentuan waktu penelitian.  
 Tempat : R. Guru  
 Responden : P: Peneliti  
 IS: Ibu Sri

P menuju Ruang guru setelah bersepakat dengan IS untuk berkonsultasi tentang waktu penelitian.

Setelah beberapa lama menunggu BS, akhirnya BS pun datang dan kemudian menemui P diruang tamu. Beberapa saat kemudian, P berkonsultasi dan menyerahkan RPP dan juga *coursegrid* yang akan digunakan selama penelitian kepada IS. P dan IS kemudian terlibat diskusi tentang beberapa hal terkait RPP yang akan di gunakan. Setelah itu, IS dan P juga membahas tentang waktu yang akan digunakan untuk penelitian. Setelah waktu untuk penelitian di sepakati dan percakapan dirasa cukup. P dan juga IS sepakat untuk segera melaksanakan pretest dan juga penelitian.

No : FN 07  
 Hari, Tanggal : Rabu, 7 Agustus 2013  
 Jam : 12.00  
 Kegiatan : konsultasi pelaksanaan pretest.  
 Tempat : Ruang Guru.  
 Responden : P: Peneliti  
 IS: Ibu Sri

Setelah mengujikan soal pretest-posttest dan melakukan evaluasi terhadap hasil pretest, IS dan P menyepakati untuk menggunakannya sebagai instrument pretest-posttest untuk mengetahui perkembangan pemahaman S sebelum dan sesudah penelitian. Konsultasi lebih lanjut tentang waktu penelitian pun dilakukan. Dalam pertemuan hari itu IS pun menyarankan P untuk melaksanakan pretest di hari rabu. Dengan disepakatinya hari pelaksanaan pretest, P pun kemudian bersepakat untuk melakukan diskusi terhadap hasil pretest dan juga perencanaan pelaksanaan penelitian secara berkesinambungan.

No : FN 08  
 Hari, Tanggal : Rabu, 4 September 2013  
 Jam : 10.30  
 Kegiatan : pretest.  
 Tempat : Ruang kelas VII B  
 Responden : P: peneliti  
 IS: Ibu Sri  
 Ss: S-siswi

Setelah bertemu dengan IS diruang guru. P pun mengikuti IS untuk masuk ke ruang kelas dan melaksanakan pretest. Tak jauh dari kelas yang akan dituju. P mendengar kelas begitu ramai, dan mendadak diam ketika mengetahui IS dan P yang sedang menuju kelas. Beberapa Ss pun terlihat terkejut dengan kehadiran P. setelah semua Ss duduk tenang di bangku masing-masing. IS pun memberi salam, memimpin doa, dan juga memeriksa kehadiran S. Kemudian sebelum pelaksanaan pretest. IS pun sekali lagi menjelaskan tujuan P. Setelah semua Ss tenang dan mengerti maksud tujuan P. IS juga menjelaskan jika untuk beberapa pertemuan kedepan kelasnya akan dipakai P untuk penelitian. IS kemudian meminta P untuk memulai pelaksanaan pretest dan izin untuk tidak menemani P karena akan menghadiri rapat. Kelas pun kemudian di ambil alih oleh P.

Sebelum memulai pelaksanaan pretest pada hari itu, P pun membagikan soal pretest untuk masing-masing S, dan memberikan beberapa petunjuk sebelum akhirnya meminta Ss untuk mulai mengerjakan. Setelah semua Ss paham apa yang harus mereka lakukan. Ss pun kemudian mengerjakan soal pretest kelas pun begitu kondusif dan terlihat tenang.

Setelah 35 menit terlewati, P pun memberikan peringatan bahwa waktu tinggal 5 menit dan meminta S yang sudah selesai untuk memeriksa hasil pekerjaan mereka sebelum akhirnya mengumpulkannya kembali pada P. Setelah waktu yang ditentukan untuk pretest habis, P pun mengumpulkan hasil pekerjaan Ss. Beberapa Ss pun begitu penasaran dan menanyakan kepada P tentang hasil yang mereka dapatkan. P pun berjanji akan mengumumkan hasilnya di pertemuan selanjutnya ketika dilaksanakannya penelitian.

Bel istirahat pun berbunyi. Kali ini P memimpin Ss berdoa dan menutup pelajaran.

Setelah menutup pelajaran, P pun tidak langsung pergi, karena beberapa Ss mendekati P untuk berkenalan. Kesempatan ini kemudian dimanfaatkan P untuk menanyakan beberapa hal tentang soal dan pelaksanaan pretest yang baru saja dilaksanakan.

Setelah beberapa saat bercakap-cakap dengan Ss. Beberapa Ss pun meminta izin untuk istirahat. Dan P pun kemudian pergi meninggalkan kelas.

No : FN 09  
 Hari, Tanggal : Kamis, 5 September 2013  
 Jam : 10:30  
 Kegiatan : Konsultasi hasil pretest dan pelaksanaan cycle 1.  
 Tempat : Ruang Guru  
 Responden : P: peneliti  
 IS: Ibu Sri

Setelah pelaksanaan pretest dihari sebelumnya, P pun kembali bertemu dengan IS untuk membahas hasil pretest serta memeriksa kembali persiapan pelaksanaan penelitian pada cycle 1. P memberikan lembar penilain pretest serta beberapa handout dan Rpp yang akan digunakan dalam cycle 1 kepada IS. Setelah IS memeriksa lembar-lembar tersebut, IS dan P pun terlibat diskusi tentang hand out dan juga format worksheet yang akan dipakai. Format worksheet menjadi penting untuk di perhatikan Karena, lembar ini akan di gunakan untuk melatih S agar menggunakan strategi *listening* ketika memahami *songs* yang akan digunakan. Selain itu, beberapa *songs* yang akan digunakan menjadi penting. Hal ini terkait dengan semangat dan menghindari frustrasi ketika pelajaran berlangsung. Untuk itu IS pun menyarankan untuk memakai beberapa *songs* yang mudah, sederhana dan menarik, seperti lagu anak-anak yang bisa mengajak S untuk lebih aktif, sehingga diharapkan timbul rasa penasaran dan senang. Serta membangkitkan motivasi mereka untuk belajar bahasa inggris, khususnya dalam *listening*. Untuk beberapa hal terkait hasil pretest, P menjelaskan bahwa beberapa anak masih mengalami kesulitan dalam memahami makna yang terdapat dalam lagu, ungkapan-ungkapan, dan informasi penting apa yang terdapat dalam lagu. Sebagian yang lain, bahkan masih mengalami kesulitan ketika mengidentifikasi *vocabularies* mudah dan umum yang terdapat dalam lagu yang sedang diputar. Setelah menelaah beberapa masalah Ss dalam pembelajaran *listening*. P dan juga IS bersepakat untuk menggunakan pop songs untuk meningkatkan pemahaman S dalam pengajaran *listening*. Setelah mendiskusikan beberapa hal terkait penelitian yang akan di laksanakan. Setelah semua persiapan dinilai cukup P pun kemudian berpamitan kepada IS.

No : FN 10  
 Hari, Tanggal : Jum'at, 6 September 2013  
 Jam : 10.20-11.00.  
 Kegiatan : Pertemuan ke-1 (cycle 1)  
 Tempat : Ruang kelas VII B  
 Responden : P: peneliti  
               IS: Ibu Sri  
               K: Kolaborator (Maretha)  
               Ss: Siswa

Setelah menyepakati dimulainya penelitian, P datang bersama seorang kolaborator yang akan membantu IS melakukan observasi selama kegiatan penelitian di kelas. Setelah semua, P, K dan juga IS menuju ruang kelas yang akan diteliti, VII B. Setelah masuk ke ruang kelas, P mendapati ada beberapa Ss yang belum hadir. IS pun menanyakan keberadaan Ss yang belum hadir, dan tak satupun dari S yang hadir mengetahui keberadaan mereka.

Sesaat sebelum IS membuka pertemuan siang itu, beberapa S pun masuk kekelas dengan terburu-buru. Setelah menanyakan alasan keterlambatan mereka IS lalu mempersilahkan mereka duduk. IS kemudian memberi salam dan menanyakan kabar S. IS sekali lagi memperkenalkan dan menjelaskan tujuan P dan K kepada Ss. Ss juga mengatakan bahwa untuk beberapa pertemuan mendatang, pembelajaran bahasa inggris akan ditemani oleh P. IS lalu mempersilahkan P untuk mengambil alih kelas.

Setelah berterimakasih kepada IS, P menyapa S, ' *Good morning, Class?* " Ss lalu serentak menjawab salam P. Setelah itu P pun menanyakan kabar Ss "*How are you?*" yang Ss lalu menjawab, "*We are fine, and you?*" P pun menjawab "*Well, thank you, I am great today*". P lalu memperkenalkan diri begitupun dengan K, setelah perkenalan dirasa cukup. K kemudian duduk bersama IS di deretan bangku belakang. P lalu memeriksa kehadiran S dan memimpin mereka berdoa.

P kemudian melanjutkan dengan materi hari itu. P memberikan beberapa pertanyaan apersepsi kepada para S. P bertanya, *"Have you ever listen an English song?"*. Sebagian besar S masih bingung dengan apa yang ditanyakan P. Kemudian, P mengulang pertanyaan sekali lagi, *"Pernahkah kalian mendengarkan lagu berbahasa Inggris?"*. Kemudian serentak S menjawab, *"yes, Sir"*. Setelah itu, P bertanya lagi, *"What was it?"*, sebagian besar S terlihat sangat antusias untuk menjawab, hingga mereka menyebutkan judul lagu dan penyanyi favoritnya masing-masing secara bersamaan, akibatnya suasana kelas menjadi gaduh. Lalu P meminta S untuk tenang dan menunjuk salah satu S. Seorang S bernama Dirra menjawab, *"Bruno Mars, judulnya Grenade, Sir"*. P pun serta merta memujinya, *"Great, Dirra,,,"*. Kemudian P menunjuk S yang lain, kali ini S laki-laki, *"What the song you ever listened?"*. S yang bernama Bram menjawab, *"Avanged Sevenfold and Justin Beiber, Sir."* *"What's the song's title?"*, Tanya P lagi. *"Dear God and Baby, Sir"*, Bram menjawab. P memujinya, *"Very good Bram"*. Setelah itu, P menayakan S, *"Have you ever listened this song before?"*, sambil memutarakan sebuah lagu dari laptop yang sudah dipersiapkan sebelumnya. Serentak, S menjawab, *"Adele, Someone like you, Sir"*. P kemudian memutar dua lagu berikutnya, dan S pun bisa menebak judul dan penyanyi dari lagu tersebut, diantaranya, *"Not with me dan Baby yang dinyanyikan Bondan dan Justin Beiber"*. S tampak bersemangat. Setelah itu P menanyakan kepada S, *"Jika kalian tahu dan menyukai lagu-lagu tersebut, tadi, apakah kalian bisa menyanyikan, membaca lirik dan kata-katanya denga baik dan benar?"*. Tiba-tiba hampir semua S diam. Kemudian salah satu S mengungkapkan, *"Cuma bisa nyayi saja Pak, tapi gak tau arti dan baca kata-katanya kayak gimana"*.

Sebelum masuk ke materi pembelajaran, P memberikan handout kepada masing-masing S. Setelah memastikan semua S mendapatkan handout, P kemudian meminta siswa untuk tidak membaca terlebih dahulu handout yang sudah dibagikan tadi. P lalu meminta S untuk mendengarkan sebuah lagu yang akan diputar P, yang berjudul *Where's thumbkin?*. Berikutnya, P menanyakan kepada S, *"Have you ever listened this song before?"*. Semua S pun tampak penasaran dan tertawa, mereka menjawab *"Not yet, Sir"*. Kemudian P kembali memutarakan lagu tersebut beserta videonya dan memperlihatkannya kepada S. Setelah itu P meminta S untuk menyimak lirik lagu tersebut dihandout yang dibagikan sebelumnya. P lalu memperagakan gerakan yang terdapat dalam lagu tersebut dan meminta S untuk memperhatikan dengan seksama. Kemudian P meminta semua S untuk berdiri dan menirukan gerakan yang sudah dicontohkan. Sontak, suasana pembelajaranpun menjadi semakin seru dan menarik. Hampir semua S terlihat begitu antusias. Namun setelah P meminta salah satu *volunteer* untuk maju kedepan untuk menyanyikan memperagakan tanpa harus membawa dan membaca lirik didepan Ss lain, tidak ada yang berani. Secara lantang P berbicara, *"Come on guys, don't be shy. You can do it!"*. Baru setelah itu ada satu S bernama Febrian memberanikan diri maju kedepan, namun sebelumnya dia bertanya *"kalau gak hafal liriknya gimana pak? Trus kalau ngucapinnya salah gimana?"*. Kemudian P pun menjawab, *"No problems. It doesn't matter"*. S pun kemudian bernyanyi melafalkan lirik lagu sambil meperagakannya. Setelah selesai, P pun memberikan pujian kepada Febrian, *"Wow, Great! Febrian"*. Kemudian P meminta beberapa S lagi untuk maju kedepan secara bergiliran. Setelah kegiatan tersebut usai, P menjelaskan materi tentang *greeting* dan memberi tahu ungkapan-ungkapan yang digunakan untuk menyapa orang yang belum dikenal maupun sudah dikenal. Kemudian P menanyakan apa yang mereka bisa pelajari dari lagu yang sebelumnya diputar. Beberapa S menjawab, *"tadi tentang greeting, Sir"*. *"What else?"* P bertanya kembali. *"Emmmm,,kayaknya menyapa dan menjawab sapaan, Sir"* salah satu S yang bernama Dhira menjawab. P kemudian melanjutkan menjelaskan materi tentang cara memperkenalkan diri sendiri dan orang lain. Kemudian P menanyakan apakah S sudah paham dengan materi yang baru saja dijelaskan. *"Understand Sir,,,"* beberapa S menjawab lantang.

Kemudian P menanyakan kepada Ss, *‘What problems did you find while listening songs?’*, namun tidak ada satupun S yang menjawab. Mereka tampak ragu dan takut untuk mengungkapkan kesulitan yang mereka rasakan terkait mendengarkan lagu. P pun mengulang pertanyaannya lebih keras, dan hampir semua S menjawab *“Yes”*. P pun menanyakan, *“What problems?”*. Namun lagi-lagi siswa masih tetap diam semua. Kemudian P menghimbau mereka, *“Come on guys, your mark would not get worst or you won’t get a punishment just because of answering the question?”*. Ss kemudian tampak tersenyum, baru setelah itu mereka mengatakan jika mereka belum terbiasa mendengarkan lagu berbahasa inggris dalam pembelajaran, jadi mereka butuh untuk menyesuaikan diri.

Setelah tidak ada pertanyaan lagi terkait materi yang sudah dijelaskan, P melangkah menuju pemberian task. P meminta S untuk membuka lembar kedua yang dari handout yang berisi jawaban pilihan ganda. P memberi instruksi kepada S untuk mendengarkan secara cermat soal yang berupa audio conversation/dialog yang akan diputar oleh P dan setelah itu S bisa memilih jawaban yang tepat sesuai conversation yang diputar. Sebelum pengerjaan task dimulai, P terlebih dahulu mencoba memutar satu contoh conversation, dan menanyakan apakah semua S bisa mendengarkannya dengan jelas. Kemudian beberapa S yang duduk dideretan bangku yang paling belakang menjawab, *“kurang jelas Sir, dikencangin lagi volumenya”*. P pun memutar volume lebih kencang, *“What about now? Can you hear it clearly?”*. *“Yes Sir!”* mereka menjawab dengan lantang. P memberi penjelasan jika satu soal conversationnya hanya akan diputar dua kali saja, dan diharapkan siswa mendengarkan dengan cermat, tidak berisik dan mengerjakan sendiri-sendiri. P pun kemudian mulai memutar 5 soal conversation dan memberi waktu S untuk mengerjakan selama 20 menit. Pada saat S sedang konsentrasi untuk mendengarkan dan memilih jawaban yang benar, P berkeliling mengamati dan mengawasi Ss. Sesekali kelihatan ada beberapa S yang mencontek jawaban S lain, P pun memperingatkan mereka untuk mengerjakan sendiri-sendiri.

Setelah 20 menit berlalu, Ss diminta mengumpulkan lembar jawaban mereka dimeja P. Setelah semua S sudah mengumpulkan, P bertanya kepada S, *“bagaimana tadi, apakah sulit atau terlalu mudah?”. Beberapa S menjawab, “masih bingung Sir”, namun sebagian besar menjawab, “bisa pak”*.

Sebelum akhirnya P menutup pelajaran pada hari itu, P pun mengulas kembali semua pelajaran pada hari itu dengan singkat. Dia juga menyampaikan pelajaran yang akan di pelajari besok. Selain itu dia memperingatkan mereka agar tidak datang terlambat, karena P telah menyiapkan sesuatu untuk pertemuan selanjutnya. S pun nampak penasaran. P kemudian memimpin mereka berdoa dan menutup pelajaran. P mengucapkan *“See you in the next meeting”*, dan S menjawab, *“See you”*.

No : FN 11  
 Hari, Tanggal : Rabu, 11 September 2013  
 Jam : 10.30-11.50  
 Kegiatan : Pertemuan ke-2 (Cycle 1)  
 Tempat : Ruang kelas VII B  
 Responden : P: Peneliti  
               IS: Ibu Sri  
               K: Kolaborator (Maretha)  
               Ss: Siswi

Setelah mempersiapkan keperluan yang akan digunakan pada penelitian hari itu, P yang ditemani oleh K dan juga IS yang langsung duduk dibangku urutan belakang, bersiap membuka pembelajaran pada hari itu.

Bel masuk istirahat pertama telah berbunyi, hampir seluruh S pun kini nampak telah berada dibangku masing-masing. P pun mengapresiasi dan berterima kasih kepada mereka

karena telah datang tepat waktu.

Setelah memastikan semua S siap, P kemudian memberi salam, ‘*Good morning, Class?*’ Karena belum semua S menjawab, P mengulangi sekali lagi hingga semua murid pun menjawab. P lalu menanyakan kabar, mengucapkan ‘*How’s life?*’ beberapa S terlihat bingung. Kemudian P mengulangi ‘*How are you?*’ kemudian siswa menjawab ‘*I am fine, thank you, and you,,*’. ‘*I’m fine too, thank you*’, P menjawab. P menjelaskan bahwa sapaan bukan hanya itu, banyak sekali contoh yang lain. P kemudian memeriksa kehadiran S dan juga memimpin doa.

Kali ini sebelum menyampaikan materi yang akan dipelajari hari itu, P melakukan apersepsi dengan memutarakan sebuah lagu dan meminta mereka untuk mendengarkan secara seksama. S pun nampak senang karena mengetahui P akan memutarakan sebuah lagu berjudul *Will you take out the trash?*. Bahkan beberapa S yang terlihat bermalas-malasan dan berbicara dengan temannya menjadi perhatian dan mendengarkan lagu yang diputarkan oleh P. Beberapa S terlihat berbisik dan penasaran dengan lagu yang akan diputarkan. Setelah lagu itu selesai diputarkan, beberapa S pun nampak kebingungan karena merasa belum pernah mendengarkan lagu tersebut. Kemudian P secara langsung mengatakan kepada S yang duduk didepan untuk memungut plastic bungkus makanan dibawah mejanya untuk membuangnya ketempat sampah, ‘*Will you take out the trash then put it on the rubbish bin?*’. S terlihat bingung, kemudian P mengulangi ucapannya tadi sambil menunjuk sampah yang dimaksud dan tempat sampah untuk membuangnya, akhirnya S tersebut paham dan melakukan apa yang P perintahkan. Kemudian P mengucapkan, ‘*Thank you*’. Setelah itu P memerintah salah satu S, ‘*Febri, close the door, please*’ sambil menunjuk ke arah pintu. S tersebut pun langsung berjalan untuk menutup pintu, dan tak lupa P mengucapkan terima kasih. P lalu menanyakan tentang apa lagu itu. Ada salah satu S yang menjawab, ‘*Nyuruh buang sampah dan menutup pintu, Sir*’. Kemudian P menanyakan apakah ada jawaban yang lain dari S yang lain. ‘*Nyuruh, Sir*’, salah satu S menjawab. ‘*Good one!*’, P menjawab. Kemudian P menjelaskan jika lagu yang diputarkan tadi adalah tentang *order* atau memerintah seseorang untuk melakukan sesuatu. P kemudian menyampaikan bahwa materi yang akan mereka pelajari hari itu adalah tentang *order*/memerintah dan *prohibition*/melarang.

P kemudian membagikan handout berisi materi yang akan dipelajari hari itu. Sebelum memulai pembahasan materi di handout tersebut, P menanyakan materi yang telah mereka pelajari dipertemuan sebelumnya, yaitu tentang *greeting* dan *introducing oneself/another*. Ketika P menanyakan tentang materi yang telah dipelajari di pertemuan sebelumnya, mereka pun serta merta menjawab ‘*Greeting dan cara memperkenalkan diri*’. S terlihat masih ingat tentang materi yang telah diajarkan sebelumnya.

Kegiatan selanjutnya yaitu lagu berupa video yang akan diputarkan oleh P yang berjudul ‘*Good manners*’. P meminta S untuk memperhatikan apa dan mendengarkan lagu tersebut dengan cermat. Mereka tampak penasaran dengan lagu yang akan diputarkan tersebut. Ketika lagu tersebut diputarkan, kelas jadi tampak hening karena mereka sibuk mencermati lagu sambil melihat videonya. Ada juga beberapa S yang kelihatan tersenyum-senyum sendiri, dan ketika P mendatangi S tersebut dan menanyakan hal tersebut, mereka pun menjawab ‘*lagunya lucu, Sir*’. Setelah lagu selesai diputarkan beberapa kali, P pun menanyakan ‘*ada yang tau lagu tadi tentang apa?*’. Hampir seluruh siswa, tampak diam dan tidak ada yang berani menjawab. Kemudian P pun memotivasi mereka ‘*C’mon guys, don’t be shy!*’. Setelah P beberapa kali menyemangati mereka dan berbicara lebih keras, satu S pun memberanikan diri, ‘*kalau salah gak apa-apa ya pak,, kayaknya tentang mengucapkan thank you*’. ‘*Nice one, Vicent!*’, P memuji. P menjelaskan jika lagu tersebut tadi adalah tentang *good manners* atau perilaku-perilaku yang baik, seperti mengucapkan ‘*please*’ jika memerintah atau meminta tolong kepada orang lain, melarang orang untuk menyela pembicaraan orang lain, dan juga salah satunya adalah mengucapkan terimakasih seperti yang sudah disebutkan salah satu S tadi, dan masih

banyak lagi. Kemudian P menjelaskan bahwa pokok materi yang mereka pelajari adalah tentang ungkapan-ungkapan memerintah dan melarang orang lain, juga cara untuk menjawabnya. P juga membaca lantang berbagai ungkapan tersebut dan meminta S untuk menirukannya, dan memberi contoh bagaimana pengucapannya yang benar. Setelah semua materi dijelaskan kepada Ss, P menanyakan apakah ada kesulitan dalam memahami materi yang telah dijelaskan tadi. Dikarenakan semua siswa diam, P pun menanyakan lagi, *“Is there any questions?”*. Namun S pun masih diam, dan memaksa P untuk mendatangi salah satu S yang terlihat tidak memperhatikan, dan P pun bertanya kembali apakah ada kesulitan. S tersebut menjawab, *“tidak pak”*. Untuk mengecek apakah S tadi benar-benar paham, P menanyakan salah satu ungkapan untuk memerintah, dan P memberikan *clue* *“apabila udaranya lagi panas sekali, dan Haryo duduk disamping jendela, bagaimana cara untuk meminta tolong atau memerintah dia?”*. *“Haryo, please open the window,,,,hahaha”* Jawab S tersebut sambil tertawa. Setelah dirasa tidak ada yang ditanyakan lagi, P beralih menuju *activity* selanjutnya.

Kegiatan selanjutnya, P meminta untuk melihat handout masing-masing dan mengerjakan task 1. Ss diminta mengerjakan dengan teman sebangkunya untuk melengkapi dialog yang kosong dengan kata yang sudah disediakan. Setelah selesai mengerjakan, mereka diminta secara berpasangan membacakan dan memperagakan dialognya masing-masing di depan kelas. P memberikan waktu 15 menit untuk mengerjakan task 1 tersebut. Pada akhirnya, secara bergiliran dan berpasangan mereka membaca dan memperagakan dialog tersebut dengan antusias. Suasana kelas pun menjadi semakin menyenangkan, dan intensitas interaksi antara S dengan S, juga S dengan P pun menjadi semakin mencair.

Setelah dirasa cukup, P pun beralih ke task 2 dan meminta S untuk mengerjakannya. Namun sangat disayangkan, bel tanda jam pelajaran selesai berbunyi. Sebagian besar S pun bertanya, *“Gimana nih pak?”*. Sebagai solusi, P pun menyuruh S untuk mengerjakannya di rumah, sebagai PR. P lalu melakukan refleksi tentang materi yang telah disampaikan dengan singkat. P juga memberikan apresiasi terhadap semangat S pada hari itu dan menghimbau mereka untuk tetap semangat di pertemuan selanjutnya. P mengucapkan *“Don’t forget to do your home work, and submit it tomorrow”* lalu menutup pelajaran dengan doa. P mengucapkan salam dan closing *“ See you tomorrow”*, *“See you”* S menjawab.

No : FN 12  
 Hari, Tanggal : Rabu, 11 September 2013  
 Jam : 12.15  
 Kegiatan : diskusi hasil cycle 1.  
 Tempat : Ruang tamu  
 Responden : P: peneliti  
                   K: kolaborator (Maretha)  
                   IS: Ibu Sri  
                   Ss: S-siswi

Setelah pertemuan ke-2 pada cycle I selesai, P, K dan juga IS bersepakat untuk melakukan refleksi. Karena pada saat akan dilaksanakan refleksi IS harus ada keperluan untuk ibadah sholat dzuhur sebentar. P pun kemudian berdiskusi dengan K terlebih dahulu. P pun kemudian meminta pendapat K tentang pelaksanaan pembelajaran pada hari itu. K berpendapat bahwa pelaksanaan pembelajaran hari itu terlihat lancar. Ss tidak lagi nampak kebingungan tentang apa yang harus dilakukan. P lalu bertanya tentang pendapat K mengenai perkembangan motivasi Ss. K kemudian berpendapat bahwa sejauh ini, motivasi S mulai tampak bagus. dia beralasan karena dia melihat bahwa tidak ada lagi S yang gaduh sendiri,

dan juga sedikit S yang datang terlambat. Namun K kemudian menyayangkan, karena Ss masih terlihat ragu-ragu dan takut ketika diminta untuk lebih aktif dalam bertanya maupun dalam menjawab secara langsung task yang sudah dikerjakan ke depan kelas. P pun juga mengiyakan pendapat K tersebut. Dan meminta masukan dari K untuk masalah tersebut. Untuk mengatasi hal ini, P dan K akhirnya sepakat untuk memberikan ‘reward’ berbentuk point kepada S selama kegiatan belajar mengajar berlangsung. Adanya *credit point* ini nantinya diharapkan dapat mengoptimalkan motivasi dan kepercayaan diri S. P dan K kemudian bersepakat untuk melaksanakan rencana tersebut di cycle 2.

Setelah memastikan IS telah berada di ruang guru. P pun kemudian menemui IS. Setelah bertemu dengan IS di ruang guru. P kemudian memulai diskusi dengan menanyakan pendapat IS tentang pembelajaran bahasa Inggris dan juga penerapan media *songs* sejauh ini. IS lalu memaparkan bahwa pembelajaran bahasa Inggris dan juga penerapan media *songs* sejauh ini lumayan bagus. IS juga mengungkapkan bahwa interaksi selama pembelajaran juga lebih hidup. Ketika P menanyakan perkembangan pemahaman Ss pun, IS sepakat bahwa pemahaman Ss mulai lebih baik. Tetapi kemudian IS mengakui bahwa motivasi Ss masih belum optimal. IS juga menambahkan bahwa ada beberapa Ss yang setelah selesai mengerjakan tugas mereka terlibat dalam obrolan yang tidak berkaitan dengan bahasa Inggris, untuk itu IS pun menyarankan P untuk merencanakan kegiatan bagi Ss yang selesai berdiskusi. Setelah IS memberikan beberapa masukan terkait tindakan selanjutnya. P pun kemudian menawarkan adanya ‘credit point’ untuk meningkatkan motivasi S. Setelah memaparkan beberapa hal berhubungan langkah-langkah pemberian ‘credit point’ tersebut. P dan juga IS pun kemudian bersepakat untuk mengadakan pelaksanaan cycle 2 yang berfokus pada pengembangan motivasi S dan juga pengoptimalan media *songs* untuk membantu mereka dalam pembelajaran listening.

No : FN 13  
 Hari, Tanggal : Kamis, 12 September 2013  
 Jam : 09.50-10.30  
 Kegiatan : Pertemuan ke-3 (Cycle II)  
 Tempat : Ruang kelas VII B  
 Responden : P: Peneliti  
               IS: Ibu Sri  
               K: Kolaborator (Maretha)  
               Ss: Siswa-Siswi

Setelah menyepakati akan dilaksanakannya *cycle 2*, P dan K hari itu bersiap menuju ruang kelas lebih awal, yang kemudian disusul oleh IS. Untuk menghindari banyaknya S yang terlambat di jam bahasa Inggris. Maka sebelum bell berbunyi, P menunggu kehadiran Ss di depan kelas. Melihat kehadiran P di depan kelas, beberapa S yang masih di luar kelas pun kemudian bergegas masuk. Tak berapa lama setelah bel berbunyi, Semua S nampak telah hadir dikelas.

Ketika mendapati semua S telah berada di ruang kelas. P pun lalu memuji dan berterima kasih kepada mereka karena telah datang tepat waktu. P kemudian menyapa S, “*Good morning, Everybody?*” Karena belum semua S menjawab. P kemudian mengulangnya lebih keras, yang kemudian dijawab serentak oleh Ss. Setelah memeriksa kehadiran S, P kemudian memimpin Ss berdoa. Sebelum memulai pembelajaran pada hari itu, P menanyakan materi pelajaran sebelumnya, “*By the way, what did you learn on previous meeting?*” seluruh S pun kemudian menjawab “*Memerintah dan melarang, Sir*”. P kemudian menanyakan task yang jadi pekerjaan rumah pada pertemuan sebelumnya untuk dikumpulkan di meja P. P mengajak Ss untuk membahas dan mengoreksi PR tersebut secara singkat sambil



sedikit me-review dan mengingatkan tentang materi pembelajaran pada pertemuan sebelumnya.

Setelah mengulas materi pelajaran sebelumnya. P lalu melakukan apersepsi tentang materi yang akan mereka pelajari, yaitu dengan memutarakan sebuah lagu berjudul “*Thank you song*”. Setelah itu meminta Ss untuk menyanyikan, menirukan, menyebutkan ungkapan-ungkapan yang terdapat dalam lagu pendek dan sederhana tersebut. Setelah semua S, menyebutkan beberapa ungkapan dalam lagu tersebut, P kemudian menyampaikan bahwa hari itu, mereka akan mempelajari tentang ‘*Thanking, asking and giving information*’.

P kemudian menjelaskan tentang materi pertama yaitu tentang cara untuk mengungkapkan terimakasih, dan berbagai ungkapan-yang sering digunakan. P juga menjelaskan cara-cara untuk merespon atau menanggapi ungkapan terimakasih dengan jawaban yang tepat. Karena materi ini sebelumnya sudah dibahas di beberapa pertemuan sebelumnya, S pun dapat dengan mudah memahaminya dan menggunakannya dan mempraktekannya di depan kelas. P pun beralih menuju pokok materi selanjutnya, yaitu tentang ‘*asking and giving information*’ dengan memutarakan sebuah lagu singkat dan pendek lagi. S tampak bersemangat karena sudah mulai terbiasa belajar menggunakan lagu dan memahami serta menangkap makna dari lagu tersebut. P memutarakan lagu berjudul ‘*Where is my white socks?*’. Setelah memutarakan lagu tersebut beberapa kali, P kemudian bertanya “*Where is my white socks?*”. Saat P mengungkapkan pertanyaannya tersebut, hampir semua S masih diam karena tidak berani menjawab dan takut salah menjawab seperti di pertemuan-pertemuan sebelumnya dan mereka masih menunggu untuk dimotivasi seperti biasanya. Pada saat itulah P akan menggunakan strategy yang sudah direncanakan sebelumnya dengan menggunakan system ‘*reward point*’. Kemudian P menyampaikan bahwa hari itu P akan memberikan penilaian bagi S yang aktif selama pembelajaran. P lalu membacakan bahwa penilaian tersebut meliputi dua kriteria. Yang pertama, penilaian diberikan kepada masing-masing S yang aktif, yaitu S yang berani mempresentasikan hasil diskusi kelompoknya di depan kelas, atau bagi S yang aktif bertanya, ketika diskusi. Masing-masing dari mereka berhak mendapatkan 5 point. Yang kedua, penilaian yang diberikan pada setiap kelompok yang berani menyampaikan hasil diskusinya lebih dahulu di depan kelas atau kelompok yang menyelesaikan diskusi dengan baik dan efisien. Masing-masing kelompok tersebut mendapatkan nilai 10. Nilai tersebut kemudian diakumulasikan di akhir *cycle*. Karena masih ada beberapa siswa yang belum paham tentang penjelasan dari reward point tersebut, P pun menjelaskan lagi secara sederhana “*Bagi siswa yang mempunyai point terbanyak, akan mendapatkan reward atau hadiah dari saya*”. S pun tampak begitu penasaran dan lebih termotivasi.

P memutarakan lagi lagu yg sebelumnya telah diputar sekali lagi dan meminta mereka untuk mencermati dengan baik-baik. Mereka tampak bersemangat dan berkonsentrasi. Setelah lagu selesai diputar, P kembali menanyakan pertanyaan yang sama dan tanpa menunggu lama, mereka pun berebutan untuk lebih cepat dalam menjawab pertanyaan tersebut. Suasana dan diskusi S pun menjadi semakin aktif. Akhirnya, P menunjuk salah seorang S yang tunjuk jari, “*It’s behind the door. Gimana Sir?*”. “*Great, Vicent! That’s right!*”, P memuji. Seperti sedang berlomba, S lain pun saling berebut untuk tunjuk jari dan menjawab pertanyaan dari P. Setelah kegiatan tersebut selesai, P pun beranjak untuk menjelaskan materi selanjutnya karena keterbatasan waktu pembelajaran, yang saat itu Cuma satu jam pelajaran. P pun menjelaskan materi tentang cara meminta dan memberikan informasi dan juga cara menggunakan *preposition* seperti *in, on, at, under, behind*, dll dengan tepat. Keaktifan S dalam bertanya tentang materi pun menjadi semakin meningkat. Setelah tidak ada yg ditanyakan lagi terkait materi, P pun memberikan task berupa mengerjakan soal listening. P membagikan lembar jawaban berupa pilihan ganda dari 5 soal. Saat mereka sudah siap, P meminta S untuk mendengarkan secara cermat conversation yang sedang diputar dan

memilih jawaban dalam lebar jawaban yang sudah disediakan. P meminta S untuk mengumpulkan task mereka setelah 10 menit, karena waktunya hampir habis.

Setelah waktu habis, P pun memberikan point dan pujian kepada 4 S yang sudah mulai berani aktif dalam bertanya dan menjawab pertanyaan. Tak lupa P pun mencatat nama dan nomor absen mereka.

P pun kemudian menyimpulkan materi yang telah di pelajari pada hari itu, lalu menyampaikan tentang pelajaran di pertemuan pertemuan selanjutnya. P memimpin Ss berdoa dan menutup pembelajaran. P mengucapkan “Okay guys, see you tomorrow”. “See you”, S menjawab.

No : FN 14  
 Hari, Tanggal : Jum'at, 13 September 2013  
 Jam : 10.20-11.00  
 Kegiatan : Pertemuan ke-4 (cycle II)  
 Tempat : Ruang kelas VII B  
 Responden : P: Peneliti  
 IS: Ibu Sri  
 K: Kolaborator (Maretha)  
 S: Siswa

Hari itu pembelajaran dimulai setelah istirahat pertama, P, K yang kemudian juga di susul oleh BS pun k bersiap menuju kelas lebih awal. Seperti hari sebelumnya, P kemudian berdiri didepan kelas agar Ss bergegas masuk dan tidak terlambat kelas. Menurut pantauan selama dua kali pertemuan terakhir, cara ini cukup efektif untuk membuat S datang tepat waktu. Setelah memastikan semua S telah hadir. P kemudian masuk kelas.

P membuka pembelajaran dengan memberi salam yang dijawab serentak oleh S. P pun lalu memeriksa kehadiran S dan juga memimpin mereka berdoa. Sebelum menyampaikan materi pembelajaran hari itu. P mengingatkan kembali pelajaran di pertemuan sebelumnya, “*Well, what you learned on the previous meeting?*” Sebagian besar Ss pun sontak menjawab “*Thanking, cara meminta dan memberi informasi*”. Setelah itu P melakukan apersepsi tentang materi pelajaran hari itu. Lalu P membagikan *handout* pada masing-masing S dan menyampaikan kepada mereka bahwa pelajaran hari itu masih tentang ‘*apologizing dan modesty*’. Tanpa menunda waktu P pun segera memutarakan beberapa lagu tentang ungkapan cara meminta maaf dan memberi maaf serta kesantunan. Sebelum P memberikan penjelasan terkait materi, P memberi tahu jika pada pada hari itu di akhir pelajaran adalah pembagian reward bagi 3 S yang memiliki point tertinggi. Seperti terpacu S pun smakin termotivasi. Kemudian P menjelaskan tentang materi. Setelah memastikan jika S sudah tidak memiliki kesulitan dalam memahami materi, P memberikan task. Task tersebut berupa dialog yang diacak urutannya, dan S diminta untuk berpasangan dengan teman sebangkunya untuk mengerjakan dan membacanya didepan kelas. Tanpa menunggu lama setelah mereka selesai mengerjakan taks tersebut, mereka saling berebut untuk maju kedepan kelas untuk membaca dialog berpasangan. Interaksi antar S pun menjadi semakin hidup. P un memberikan apresiasi berupa pujian kepada S.

Dikarenakan jam pelajaran sudah habis, P pun kemudian mengumumkan poin yang mereka capai dan memberikan *rewards*. Setelah merefleksikan pembelajaran pada pertemuan itu. P memberitahukan jika pada hari itu adalah hari terakhir dari pelaksanaan pembelajaran oleh P. Akhirnya, P menyampaikan trimakasih atas partisipasi mereka dalam penelitiannya, lalu memberi salam dan menutup pertemuan hari itu dengan doa.

No : FN 15  
 Hari, Tanggal : Jum'at, 13 September 2013  
 Jam : 11.00-11.30  
 Kegiatan : Diskusi hasil cycle 2  
 Tempat : Ruang tamu  
 Responden : P: Peneliti  
               IS: Ibu Sri  
               K: kolaborator (Maretha)  
               Ss: Siswa

Setelah P selesai mengajar, IS sudah siap menunggu untuk melakukan diskusi. P dan IS pun kemudian terlibat beberapa diskusi berhubungan dengan perkembangan interaksi selama pembelajaran. IS pun mengiyakan bahwa interaksi S cukup baik ketika di pembelajaran. Ss, menurut IS juga berpartisipasi aktif dalam pembelajaran. P kemudian menanyakan pendapat IS tentang implementasi media *songs*. Yang kemudian juga diakui oleh IS bahwa implementasi media *songs* berpengaruh pada perkembangan pemahaman S. IS kemudian juga mengomentari tentang pemberian reward seperti credit point juga dirasa penting untuk membangkitkan semangat S. P pun kemudian meminta pertimbangan IS apakah penelitian dirasa cukup atau masih perlu dilanjutkan. Setelah IS mempertimbangkan beberapa alasan seperti kelas tersebut akan segera mengadakan mid satu bulan kedepan dan juga pengadaan kelas intensif, serta melihat bahwa memang tujuan dari penelitian telah tercapai maka menurut IS penelitian sudah bisa dicukupkan. P dan IS pun kemudian bersepakat untuk mencukupkan penelitian pada cycle 2 sehingga perlu segera diadakan Post-test. Untuk mengukur kemajuan yang di capai oleh S.

No : FN 16  
 Hari, Tanggal : Sabtu, 14 September 2013  
 Jam : 10.30-11.50  
 Kegiatan : Post-test  
 Tempat : Ruang kelas VII B  
 Responden : P: Peneliti  
               IS: Ibu Sri  
               Ss: S

Setelah mendiskusikan beberapa hal terkait credit point yang dikumpulkan oleh P, K dan juga BS. P pun kemudian berencana memberikan *reward* kepada S yang aktif selama proses penelitian, dan akan mengumumkannya diakhir pertemuan dihari itu. Dengan mempertimbangkan, waktu, tenaga dan juga dana yang selama penelitian. Maka P dan juga K bersepakat untuk menghentikan proses penelitian. Sehingga agenda pada hari itu adalah, mengadakan post test guna mengukur perkembangan pemahaman S terhadap bacaan dan juga materi yang telah disampaikan selama proses penelitian. Setelah IS dan juga P masuk kelas pada hari itu, P pun kemudian memberi salam, mengecek lembar hadir S, sekaligus menyampaikan maksud dan tujuan pengadaan post test. P lalu membagikan soal pretest, memberikan sedikit pengarahan tentang proses post test yang akan di laksanakan, dan memimpin doa.

Para Ss pun kemudian mengerjakan soal post test secara individu, P pun memperingatkan agar Ss mengerjakannya dengan baik dan tidak tergesa-gesa.

Setelah 40 menit berlangsung tenang, P kemudian mengumpulkan lembar soal post test dari semua Ss. setelah memastikan bahwa seluruh Ss mengumpulkan lembar soal mereka

masing-masing, P lalu membacakan beberapa S yang mendapatkan *reward* dan juga *point* yang mereka dapatkan. S nampak senang dan bertepuk tangan, serta memberikan apresiasi bagi setiap temannya yang mendapatkan reward.

Setelah semua selesai, P pun kemudian menyampaikan apresiasi dan berterimakasih sebanyak-banyaknya terhadap kerja sama mereka selama proses penelitian. Setelah itu P menyerahkan kelas kepada BS kembali. P menutup dengan salam.

# **Appendix B:**

# **Interview Transcripts**

## INTERVIEW TRANSCRIPTS

### Interview Transcript 1 (*after observation*)

**Interviewer** : The Researcher (R)  
**Interviewee** : The Teacher (ET)  
**Day/Date** : Rabu, 4 September 2013  
**Time** : 12.10 WIB – Selesai  
**Place** : Teacher Room

(Setelah mengkonfirmasi dan melakukan observasi pada hari itu, R meminta waktu kepada ET untuk mewawancarai ET. Karena ET Masih ada pembelajaran yang akan dilakukan, ET pun meminta R untuk datang menemuinya setelah pulang sekolah)

R : Ibu ..?

ET : oya Mas silahkan masuk.

R : Ini bu mau mendiskusikan beberapa hal berkaitan dengan observasi tadi.

ET : Oya gimana Mas?

R : Menurut pengamatan saya tadi anak-anak kok terlihat kurang aktif ya bu?

ET : ya gitu Mas, hanya ada beberapa anak yang memang semangatnya bagus.

R : O gitu ya Bu, emm.. kalau berhubungan dengan *listening*, selama ini media apa saja yang Ibu gunakan selain *exercise* yang ada di buku tadi Bu?

ET : Ya .. karena medianya disini Masih terbatas sekali, maka saya jarang sekali mengajarkan *listening* kepada siswa.

R : Emm.. sayang sekali ya Bu, padahal *listening* bagus untuk membantu mereka mengembangkan skill bahasa, dalam merespon percakapan *native speaker*.

ET : Iya juga sih Mas, tapi ya memang begitu adanya .. sarananya masih terbatas.

R : bagaimana Ibu , kalau saya menggunakan media *song* untuk membantu mereka belajar bahasa Inggris. Nanti akan saya persiapkan medianya.

ET : Bagus itu Mas, perlu docoba. Musik bagaimanapun media yang paling menyenangkan untuk digunakan dalam pembelajaran.

R : baik Ibu , coba saya persiapkan materi yang akan saya gunakan untuk penelitian mendatang. Kalau sudah siap, nanti akan saya konsultasikan dengan Ibu .

ET : OK.

R : Trimakasih Ibu atas waktunya. Mohon bimbingan Ibu selama melakukan penelitian.

ET : iya nanti bisa didiskusikan sambil jalan, Mas.

R : baik Bu, kalau begitu saya mohon pamit. Wassalamualaikum

ET : Waalaikum salam...

♦ **Interview Transcript 2 (*sebelum pretest*)**

**Interviewer : The Researcher (R)**

**Interviewee : The Teacher (ET)**

**Day/Date : Rabu, 4 September 2013**

**Time : 09. 00 WIB – selesai**

**Place : Teachers' room**

(Setelah melakukan konfirmasi akan mengadakan pretest pada hari itu, R menemui ET )

R : Pagi Ibu , ..

ET : oh ya silakan duduk Mas.

R : maaf mengganggu waktunya nih Bu?

ET : gak apa-apa? Gimana jadi pretest sekarang?

R : iya bu,.

ET : dikelas 7B kan?

R : iya bu. O ya bu ini soal pretest yang akan saya gunakan.

ET : (*memeriksa soal yang akan digunakan R*). Ini udah sesuai silabus yang kemarin didiskusikan itu tho?

R : iya Bu. Materinya tentang *greeting introduction, command and prohibition*.

ET : oh ya udah, Ok.

R : ya nanti masuk jam 10.55 ya Mas. Ini mau tak tinggal ngajar lagi. Silahkan dipersiapkan medianya.

R : baik Ibu trimakasih atas waktunya.

ET : sama-sama.

♦ **Interview Transcript 3** (*setelah pertemuan cycle 1*)

**Interviewer** : The Researcher (R)  
**Interviewee** : The Teacher (ET) and the Collaborator (C)  
**Day/Date** : Kamis, 5 September 2013  
**Time** : 12. 00 WIB – selesai  
**Place** : Teachers' room

**ET: Ibu Sri Mulyani, S. Pd.**

**Collaborator: Mareta Sulistya**

(*Karena ET pamit untuk sholat, dan meminta R untuk melakukan wawancara dengannya setelah sholat. Maka R melakukan interview dengan C terlebih dahulu*)

- R : Gimana menurutmu pembelajarannya tadi, Ta?  
 C : Lumayan bagus sih Ren, mereka terlihat *enjoy* sekali ketika menyanyi tadi. Apalagi aktifitas seperti *gapfill* tadi sudah lumayan *challenging*.  
 R : iya .. ya aku juga tadi lihatnya mereka antusias.  
 C : Tapi memang yang aktif hanya orang itu-itu saja, yang lain aktif tapi harus dipaksa dulu.  
 R : iya, agak susah membuat mereka *confident* dan berani ketika disuruh maju. Menurut mu gimana ya Ta, biar mereka termotivasi untuk ikut aktif selama pembelajaran *listening*?  
 C : eemmmm ... mungkin dikasih *reward* kali ya?  
 R : iya .. ya, boleh di coba tuh di cycle 2. Sambil tak pikirkan dulu gimana implementasiya?  
 C : Iya, sip.  
 R : habis ini ketemu Ibu Sri dulu ya, Ta. Makasih ya Ta, atas bantuannya hari ini.  
 C : oke sama-sama.

(*setelah mendiskusikan hasil penelitian pada hari itu dengan C, R menemui ET untuk melakukan wawancara di ruang guru*)

- R : Siang Ibu , maaf mengganggu sebentar Ibu ... mau menanyakan beberapa hal berkaitan tentang penelitian tadi. Menurut Ibu bagaimana?  
 ET : udah lumayan bagus, Mas. Mereka terlihat antusias.  
 R : Gitu ya bu, terus menurut Ibu aktifitasnya tadi gimana?.



- ET : udah cukup menarik. Cuman ya .. yang terlihat aktif sekali hanya beberapa anak, yang memang udah sudah bagus semangatnya.
- R : iya ya bu. Saya Masih kesulitan untuk memotivasi mereka yang belum aktif. Ada beberapa anak yang tadi saya lihat mau berpartisipasi, tapi mereka malu.
- ET : iya memang agak susah sih, Mas.
- R : gimana kalau dikasih semacam *reward*, Ibu ?
- ET : emmm, cukup bagus..
- R : kalau begitu akan saya pikirkan konsepnya nanti?
- ET : iya
- R : baik Ibu mungkin ada masukkan, untuk pertemuan selanjutnya?
- ET : ya ... lagu-lagu nya udah bagus. Ya yang mungkin perlu diperhatikan bagaimana caranya agar mereka terlibat aktif di semua aktifitas selama pembelajaran bahasa inggris.
- R : baik Ibu , akan saya pikirkan sambil merencanakan aktifitas yang mungkin menarik bagi mereka. Mungkin ada masukkan lain Ibu .
- ET : saya rasa cukup dulu.
- R :Trimakasih Ibu , atas bimbingannya. Mohon maaf beberapa hari ini mengganggu Ibu terus. (*tersenyum*)
- ET : Oke sama-sama.
- R : kalau begitu saya mohon pamit Ibu , Wassalamualaikum..
- ET : Waalaikum salam.

♦ **Interview Transcript 4 (*setelah pertemuan cycle 1*)**

**Interviewer** : The Researcher  
**Interviewee** : Student of VIIB (S1 and S2)  
**Day/Date** : Kamis, 4 September 2013  
**Time** : 11.30 WIB – selesai  
**Place** :

S1 : Endah Putri Wulansari

S2 : Latifah Dwi Setiawati

R : Siang Dek, dah mau pulang ya?

S1 & S2 : hehe.. iya Mas.

R : minta waktunya bentar aja Dek, ngobrol tentang pembelajaran tadi.  
 Ok?

S1 & S2 : Bentar lho ya Mas.

- R : Siapp... oh ya dengan Dek siapa ini?
- S1 & S2 : ini Latifah, aku Endah, Mas.
- R : oke Dek Endang dulu deh. Hehe. Bentar ya Dek Latif. Menurutmu gimana Dek, pembelajaran tadi. Asik gak?
- S1 : Asik Mas. Gak menegangkan.
- R : kalo menurut Dek Latif?
- S2 : gak membosankan juga sih Mas. Biasanya kita cuman ngisi LKS doang.
- R : gitu ya Dek? Terus jadi bisa memudahkan kamu belajar bahasa inggris gak?
- S1 : iya sih Mas. Belajarnya tuh jadi *enjoy-enjoy* gitu hehe.
- R : (*maggut-manggut*), kalau gitu .. jadi termotivasi ya belajar bahasa inggrisnya.
- S2 : ya begitulah Mas, jadi gak males lagi.
- R : oya Dek kalo kayak tadi aktifitasnya udah asik belum?
- S1 : lumayan sih Mas, cuman kurang menantang sih Mas. hehe
- S2 : iya Mas.
- R : terus ada Masukkan lain gak Dek?
- S1 & S2 : (*berpikir*)
- S1 : kasih kegiatan yang lebih menantang lagi Mas. Biar asik.
- R : oke. Siap. Trimakasih ya Dek, dah mau diajak ngobrol.
- S1 & S2 : sama-sama Mas

♦ **Interview Transcript 5** (*setelah pertemuan cycle 2*)

- Interviewer** : The Researcher (R)
- Interviewee** : The Teacher (ET) and the Collaborator (C)
- Day/Date** : Kamis, 12 September 2013
- Time** : 12. 00 WIB – selesai
- Place** : Teachers' room

**ET: Ibu Sri Mulyani, S. Pd.**

**Collaborator: Mareta Sulistya**

(Setelah melakukan penelitian pada hari itu, R, ET, dan juga C pun terlibat pembicaraan terkait dengan pembelajaran yang telah dilaksanakan di cycle 2)

R: emm .. Bagaimana Ibu , pembelajaran tadi?

- ET : ya.. udah bagus Mas. Kalau saya perhatikan tadi Anak-anak sudah terlihat antusias dan enjoy dengan pembelajarannya.
- R : iya ya ... Bu. Saya perhatikan tadi juga begitu. Kalau menurutmu gimana, Ta?
- C : iya, tadi aku lihat juga gitu. Mereka gak cuman active ketika di ajak bernyanyi, tetapi juga kegiatannya. Udah bagus kalau menurutku.
- R : berarti involvement mereka dah bagus ya Bu selama pembelajara. O iya, tadi juga ada beberapa anak-anak yang mau jadi volunteer ya ketika di minta untuk mempraktekan beberapa dialog, Bu?
- ET : (*manggut-manggut*) iya tadi dah pada mau untuk mempraktekan dialog.
- R : iya ya Bu, mungkin imbas positif dari *reward* tadi ya Bu?
- ET : iya .. iya.
- R : o iya menurutmu bagaimana Ta, untuk motivasinya.
- C : udah bagus sih kalau menurutku Ren. Tadi tak lihat yang aktif udah lumayan menyeluruh.
- R : iya ya, aku sependapat. Tadi dah banyak yang mau jadi volunteer. Kalau begitu menurut Ibu bagaimana, apakah penelitian ini sudah cukup Ibu ?
- ET : menurut saya begitu, karena dari goal nya udah terpenuhi ya.
- R : iya Ibu , baik dari listening achievement nya dan juga faktor-faktor pendukung selama pembeljaraan seperti, motivation, involvement, dan confidennya. Menurut saya sudah bagus.
- ET : ya kalau begitu cukupkan saja.
- R : Gitu ya, Bu. Kalau menurut kamu, Ta?
- C : iya sependapat sih.
- R : baik Ibu , sekali lagi saya mengucapkan banyak trimakasih atas bimbingannya. Semoga setelah ini saya dapat melaporkan dengan baik.
- ET : amin, iya Mas semoga lancar dan cepat lulus. (tersenyum)
- R : amin..amin.. iya bu. Mohon Doanya. Kalau begitu kami mohon pamit Ibu . Sekali lagi trimakasih banyak Ibu .
- ET : iya sama-sama Mas.
- R : wassalamualaikum ..
- ET : waalaikum salam.

♦ **Interview Transcript 6** (*setelah pertemuan cycle 2*)

**Interviewer** : The Researcher  
**Interviewee** : Students of VIIB (S1, S2 and S3)  
**Day/Date** : Kamis, 4 September 2013  
**Time** : 12.30 WIB – selesai  
**Place** : Di depan Kelas

S1 : M. Febrian Perdana Kusuma  
 S2 : Indra Surya Pranata  
 S3 : Egga Otaka Wijaya

R : Iho belum pada pulang nih?  
 S1, S2, & S3: belum Mas.  
 R : lagi nunggu apa nih?  
 S2 : gak lagi nunggu siapa-siapa. Cuman ngobrol aja.  
 R : wah ikuta ngobrol dong bentar.  
 S1 : boleh-boleh.  
 R : sip, eh beberapa pertemuan ini, menurutmu gimana pembelajaran bahasa inggrisnya?  
 S3 : lumayan enak sih, gak membosankan soalnya sambil mendengarkan lagu sih, Mas.  
 R : begitu ya. Sip..sip. kalau menurut kamu Dek? (menatap ke S1 dan S2)  
 S1 : ya menantang sih Mas, jadi semangat belajarnya.  
 R : terus dengan mendengarkan lagu dan kegiatan seperti tadi kamu merasa mudah gak belajar bahasa inggrisnya?  
 S1 : iya Mas. Lebih asik dan juga lebih mudah. Gak cuman ngerjain soal di LKS terus. Jadinya menyenangkan kalo menurutku.  
 R : gitu ya Dek? Kalau menurut kamu? (menatap S2)  
 S2 : setuju sama Dana Mas, hehe. Intinya menyenangkan lah .. (tertawa)  
 R : terus jadi termotivasi gak dalam mempelajari bahasa inggris?  
 S3 : ya .. iya sih Mas. Gak males lagi.  
 R : apalagi tadi Dek Dana tadi bolak balik maju ya? (tersenyum)  
 S1 : haha iya apalagi kalau ada hadiahnya seperti tadi. Hehe  
 R : tapi mudah-han tidak hanya karena hadiahnya ya. Hehe . Oke Dek makasih waktunya...  
 S1, S2, S3 : sip Mas sama-sama.

♦ **Interview Transcript 7 (*Setelah pertemuan cycle 2*)**

**Interviewer** : The Researcher  
**Interviewee** : Students of VIIB (S1, S2 and S3)  
**Day/Date** : Jum'at, 6 September 2013  
**Time** : 12.30 WIB – selesai  
**Place** : VII B classroom.

S1 : Yasinta Anggi Dwi Febrian

S2 : Nurul Hayat Isawati

S3 : N Dhira Maharani

R : lagi pada ngobrolin apa Nih, kok asik amat nih kayaknya.

S1, S2, & S3 : hehe, eh Mas nya.

R : boleh ikutan ngobrol bentar gak nih Dek?

S1 : ngobrolin apa nih, Mas?

R : ngobrolin tentang pembelajaran bahasa inggris Dek. Menurut kamu gimana Dek pembelajaran untuk beberapa hari ini?

S1 & S2 : menyenangkan Mas. Aku suka nyanyi-nyanyi.

R : oh ya. Terus kamu merasa terbantu gak Dek, mempelajari bahasa inggris dengan lagu?

S1 : iya Mas . kan jadi bisa tau cara pelafalan orang inggrisnya giman.

R : kalau kamu? (menatap ke S3)

S3 : ya asik aja Mas.. terus gak jadi malas. Kan sambil dengerin musik. Jadinya ya makin semangat.

R : oya sip, kalo gitu. La kalau kamu Dek? (menatap ke S2)

S2 : sama sih Mas, jadi enjoy belajarnya. Dan jadi semangat.

R : beneran nih ..

S1 : serius Mas, apalagi ada hadiahnya kayak kemarin.

S2 :iya hehe

R : wah mudah-mudahan tidak cuman karena hadiahnya. Tapi memang benar-benar paham ya.

S1, S2, & S3 : (*tersenyum*)

R : oke Dek selamat melanjutkan acara ngerumpinya .. trimakasih banyak ya.

S1, S2, & S3 : iya sama-sama Mas.

# **Appendix C:**

# **Observation Checklist**

### Observation Checklist

**Date : 19<sup>th</sup> July, 2013**

**Meeting : Preliminary observation**

**Check each item in the column that most clearly represents your observation.**

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greets the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to listen the songs		
	3. The students complete the tasks		
	4. The students identify the expressions in the tasks		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students practice some dialogues in the tasks.		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. the students engage to the lesson		
	2. the students involves to the activities		
	3. Time allocation is good		
	4. The teacher uses the media		
	5. The teacher's instruction is clear		

### Observation Checklist

**Date : 4<sup>th</sup> September, 2013**

**Meeting : Cycle I, 1<sup>st</sup> meeting.**

**Check each item in the column that most clearly represents your observation.**

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greets the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to listen the songs		
	3. The students complete the tasks		
	4. The students identify the expressions in the tasks		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students practice some dialogues in the tasks.		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. the students engage to the lesson		
	2. the students involves to the activities		
	3. Time allocation is good		
	4. The teacher uses the media		
	5. The teacher's instruction is clear		



### Observation Checklist

**Date** : 5<sup>th</sup> September, 2013

**Meeting** : Cycle 1, 2<sup>nd</sup> meeting

**Check each item in the column that most clearly represents your observation.**

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greets the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to listen the songs		
	3. The students complete the tasks		
	4. The students identify the expressions in the tasks		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students practice some dialogues in the tasks.		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. the students engage to the lesson		
	2. the students involves to the activities		
	3. Time allocation is good		
	4. The teacher uses the media		
	5. The teacher's instruction is clear		

### Observation Checklist

**Date** : 11<sup>th</sup> September, 2013

**Meeting** : Cycle 2, 3<sup>rd</sup> meeting

**Check each item in the column that most clearly represents your observation.**

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greets the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to listen the songs		
	3. The students complete the tasks		
	4. The students identify the expressions in the tasks		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students practice some dialogues in the tasks.		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. the students engage to the lesson		
	2. the students involves to the activities		
	3. Time allocation is good		
	4. The teacher uses the media		
	5. The teacher's instruction is clear		

### Observation Checklist

**Date** : 12<sup>th</sup> September, 2013

**Meeting** : Cycle 2, 4<sup>th</sup> meeting

**Check each item in the column that most clearly represents your observation.**

No	Observation Items	Yes	No
I	The Teaching and Learning Process		
A	Pre-teaching		
	1. The teacher greets the students		
	2. The students respond to the greeting		
	3. The teacher asks the students' condition		
	4. The students tell their condition to the teacher		
	5. The teacher calls the roll		
	6. The teacher outlines the materials		
	7. The teacher explains the goal of teaching and learning		
B	Whilst-teaching		
	1. The students are ready to learn the materials		
	2. The teacher asks the students to listen the songs		
	3. The students complete the tasks		
	4. The students identify the expressions in the tasks		
	5. The teacher gives chances to the students for asking questions		
	6. The students ask questions		
	7. The students ask to their classmates		
	8. The teacher checks the students' understanding		
	9. The teacher gives enough time to the students to arrange their seat/to move in groups		
	10. The students cooperate well in groups		
	11. The students practice some dialogues in the tasks.		
	12. The students use dictionary to help them		
	13. The students offer themselves to be the volunteer.		
C	Post-Teaching		
	1. The teacher summarize and reflects the lesson		
	2. The students reflect their learning		
	3. The teacher previews on the upcoming materials		
	4. The teacher gives rewards and motivate the students to participate more in the next meeting		
D	Class situation		
	1. the students engage to the lesson		
	2. the students involves to the activities		
	3. Time allocation is good		
	4. The teacher uses the media		
	5. The teacher's instruction is clear		

# **Appendix D:**

## **Interview Guidelines**

## **INTERVIEW GUIDELINES**

### **Before the implementation**

#### **For the English teacher**

1. What are the students' difficulties in listening and learning process of listening?
2. What kind of activities do you usually use in the teaching and learning process of listening?
3. What kind of activities do you think suitable to solve the students' difficulties in listening learning process?
4. How is your opinion about the use of song in improving students' listening achievement?

#### **For students**

1. Do you like English?
2. What is about listening?
3. Is there any difficulty in listening learning process?
4. What are your difficulties in listening learning process?
5. Do you like listening an English song?

### **After the implementation (Cycle1)**

#### **For the English teacher**

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the song used in the implementation?
4. What do you think about the students' involvement?
5. What do you think about the students' attention?
6. Do you thing the students are motivated and confident in learning listening through song?
7. Is there any suggestion for the next implementation?

#### **For students**

1. Bagaimana pendapat kalian tentang pembelajaran hari ini?
2. Bagaimana pendapat kalian belajar bahasa inggris dengan menggunakan lagu?
3. Apakah kamu lebih senang dalam mempelajari Bahasa Inggris dengan mendengarkan lagu? Kenapa?
4. Apakah belajar dengan menggunakan lagu, membuat kalian lebih mudah dalam mempelajari bahasa inggris?
5. Apakah kalian termotivasi untuk mempelajari bahasa inggris?
6. Menurut kalian apakah aktivitas seperti tadi menyenangkan?
7. Apakah ada masukan untuk pertemuan selanjutnya?

#### **For collaborator**

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the song used in the implementation?
4. What do you think about the students' involvement?
5. What do you think about the students' attention?
6. Do you thing the students are motivated and confident in learning listening through song?
7. Is there any suggestion for the next implementation?

### **After the implementation (cycle 2)**

#### **For the English teacher**

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the song used in the implementation?
4. What do you think about the students' involvement?
5. What do you think about the students' attention?
6. Do you thing the students are motivated and confident in learning listening through song?
7. Is there any suggestion for the next implementation?

#### **For students**

1. Bagaimana pendapat kalian tentang pembelajaran hari ini?
2. Bagaimana pendapat kalian belajar bahasa inggris dengan menggunakan lagu?
3. Apakah kamu lebih senang dalam mempelajari Bahasa Inggris dengan mendengarkan lagu? Kenapa?
4. Apakah belajar dengan menggunakan lagu, membuat kalian lebih mudah dalam mempelajari bahasa inggris?
5. Apakah kalian termotivasi untuk mempelajari bahasa inggris?
6. Menurut kalian apakah aktivitas seperti tadi menyenangkan?
7. Apakah kalian lebih termotivasi untuk aktif dalam pembelajaran *dengan adanya 'giving rewards'*?

#### **For collaborator**

1. How is your opinion about the implementation today?
2. What do you think about the activities?
3. What do you think about the song used in the implementation?
4. What do you think about the students' involvement?
5. What do you think about the students' attention?
6. Do you thing the students are motivated and confident in learning listening through song?
7. Is there any suggestion for the next implementation?

# **Appendix E:**

## **Tests**



## LISTENING SCRIPT

1. A : Hello, Bill, good night.  
B : Good night.
2. A : Hello, my name is Rivalda. What is your name?  
B : My name is Ronaldo.
3. Lisa : Hi John. This is my friend, Maya.  
John : Hi Maya. Nice to meet you.  
Maya : Nice to meet you too.
4. A : Sandy, will you open the window, please. It's hot here.  
B : Yes, Sir.
5. A : Don't throw the trash anywhere, Joko.  
B : Sure.
6. A : Where is my pen?  
B : It's in your bag.
7. A : Happy birthday, Anto. This is a gift for you.  
B : Thank you very much.
8. A : I bought sneakers for you.  
B : Wow, great. Thanks mom.  
A : You're welcome, dear.
9. A : I'm sorry, Sir. I come late to the class.  
B : Well. Don't come late again.
10. A : Excuse me, Mam. Could I borrow your pen?  
B : Here, you are.
11. Keep off the grass.
12. Open the window please.
13. Clean the class, please.
14. Keep silent please.
15. Erase the white board, please.

NAME :

NO :

CLASS :

Listen to each conversation. Choose the correct answer by crossing A, B, C or D.

1. A. good morning  
B. good afternoon  
C. good evening  
D. good night
2. A. How do you do?  
B. Good morning Ronaldo.  
C. My name is Ronaldo  
D. You're welcome.
3. A. I'm fine.  
B. Nice to meet you too.  
C. How are you?  
D. I'm very well
4. A. Thank you very much  
B. Yes, Sir.  
C. Never mind.  
D. Not at all.
5. A. Sure  
B. I'm fine  
C. Thanks a lot  
D. Good night
6. A. It's in your bag.  
B. It's on the table  
C. Forgive me, please.  
D. I do apologize
7. A. You're welcome.  
B. Sorry  
C. Thanks a lot.  
D. Thank you very much.
8. A. Thank you  
B. It's okay.  
C. You're welcome, dear.  
D. I'm really sorry dear.
9. A. Well. Don't come late again, please.  
B. Close the door, please.  
C. Don't throw the trash.  
D. Please sit down.
10. A. Yes, Mam.  
B. Here, you are.  
C. How are you?  
D. Forgive me, please.

# **Appendix F:**

## **The Students' Score**

**THE STUDENTS' SCORE ON PRETEST AND PROTEST OF GRADE VIIB STUDENTS  
OF GAMPING JUNIOR HIGH SCHOOL STUDENTS IN ACDEMIC YEAR 2013/2014**

No	NAMA SISWA	M/F	Pretest	Posttest
1	S 1	M	67	80
2	S 2	F	60	87
3	S 3	F	73	93
4	S 4	M	60	87
5	S 5	F	53	73
6	S 6	F	80	93
7	S 7	F	53	73
8	S 8	F	47	80
9	S 9	F	53	67
10	S 10	F	60	73
11	S 11	M	53	80
12	S 12	F	60	87
13	S 13	M	73	80
14	S 14	F	67	80
15	S 15	M	40	67
16	S 16	M	73	87
17	S 17	M	73	80
18	S 18	F	67	80
19	S 19	F	60	87
20	S 20	M	67	80
21	S 21	M	73	100
22	S 22	M	53	67
23	S 23	F	80	100
24	S 24	M	67	73
25	S 25	M	60	80
26	S 26	M	67	87
27	S 27	F	73	73
28	S 28	F	67	87
29	S 29	M	80	80
30	S 30	F	67	73
31	S 31	F	60	80
32	S 32	F	73	73
33	S 33	M	87	100
34	S 34	M	67	80
35	S 35	F	80	93
Total Sore Mean			2293 (35 students)	2860
			60.51	84.72

# **Appendix G:**

# **Attendance List**

**PRESENSI HARIAN SISWA KELAS VII B SMP N 2 GAMPING YOGYAKARTA**  
**SEMESTER GENAP TAHUN AJARAN 2012/2013**

No	TANGGAL	M/F	19 Jul 2013	4 Sept 2013	5 Sept 2013	11 Sept 2013	12 Sept 2013
	NAMA SISWA		Pretest	1 <sup>ST</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	Meeting 4 and Posttest
1	Adhe Ryan Wicaksono	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Aditya Eka Mahendra	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Afika nanda Arista	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Andreas Dewa Brahmantya Goali	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Arifah Laras Daranandri	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Armita Eka Putri	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Clara Setianingrum	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Detisari	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Dewi Praptomo Wijayanti	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Dian Fatikah Sri Ningrum	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Dimas Aris Wicaksono	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Dora Irsalina Ilmuna	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Egga Otaka Wijaya	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Endah Putri Wulansari	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Hafidh Naufal Adhitya	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Haryant Putra Rama Aditya	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Haryo Luhur Pambudi	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Indra Surya Pranata	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Latifah Dwi Setiawati	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Miftah Khusnul Hasanah	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	M. Febrian Perdana Kusuma	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	M. Irhas Ferianto	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	N Dhira Maharani	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Nurul Hayat Isawati	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Oki Yulianto	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Petrus Aruna Kris Cahyadi	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Rizky Andriani	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Rosiana Dewi Aprilia	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Satya Aji Saka	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Sekar Sari Kusuma Wardani	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	Shifa Aulia	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	Sintia Putri Nurain	F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Vicentia Vinka Amelia Susetio	M	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34	Wahyu Rama Pratama	M	□	□	□	□	□
35	Yasinta Anggi Dwi Febrian	F	□	□	□	□	□

# **Appendix H:**

## **Course Grid and Lesson Plans**



### Course Grid of Teaching Listening Through Songs

**School** : SMP N 2 Gamping

**Subject** : English

**Grade / Semester** : VII / 1

**Standard of Competence** : 1. To understand the meaning of listening simple short conversation in the form of transactional and interpersonal text to interact in surrounding environment.

**Skill** : Listening

Based Competence	Indicators	Learning Materials	Teaching and Learning Activities	Songs
1.1. To respond the meaning of conversation in the form of transactional (to get things done) and interpersonal (to socialize) text using very simple spoken language accurately, fluently, and acceptable to interact with surrounding environment that contained acts: to greet someone, to introduce our self or someone, and to order or prohibition someone.	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>◆ Greet friend/stranger accurately and curiosity.</li> <li>◆ Introduce our self or someone accurately and politely.</li> <li>◆ Order/prohibition</li> </ul>	<ul style="list-style-type: none"> <li>◆ greeting</li> <li>◆ Tenses</li> <li>◆ Vocabulary the vocabulary that related to the theme and the kind of the text</li> <li>◆ Expression</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre Listening</li> <li>◆ While Listening <ul style="list-style-type: none"> <li>-Discussing the theme</li> <li>-Listening the songs that related to theme</li> <li>-Fill the blank words according to the songs</li> <li>-Discussing session between the teacher and students about tenses and expression</li> <li>-Spelling the difficult vocabularies by the teacher then followed by the students</li> </ul> </li> <li>◆ Post Listening <ul style="list-style-type: none"> <li>-Correct the students' task and giving feedback</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Greeting</li> <li>◆ What's your name?</li> <li>◆ Hello</li> <li>◆ Wake up! Daily routines</li> <li>◆ Barry White – My first, my last, my everything (Bebelac Commercial)</li> <li>◆ Adele – Someone like you</li> <li>◆ Justin Beiber – Baby</li> <li>◆ Bondan Prakoso –Not with me</li> </ul>

<p>1.2. To respond the meaning of conversation in the form of transactional (to get things done) and interpersonal (to socialize) text using very simple spoken language accurately, fluently, and acceptable to interact with surrounding environment that contained acts: asking and giving information, saying thanks, asking forgiveness, and good manners/modesty</p>	<ul style="list-style-type: none"> <li>◆ Asking and giving information</li> <li>◆ Saying thanks</li> <li>◆ Asking forgiveness</li> <li>◆ Modesty</li> </ul>	<p>Example:</p> <ul style="list-style-type: none"> <li>◆ A: Where is the book? B: It's there.</li> <li>◆ A: Thank you. B: You're welcome.</li> <li>◆ A: I'm sorry. B: It's okay.</li> <li>◆ A: Please,,,! B: All right thanks.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre Listening</li> <li>◆ While Listening <ul style="list-style-type: none"> <li>-Discussing the theme</li> <li>-Listening the songs that related to theme</li> <li>-Fill the blank words according to the songs</li> <li>-Discussing session between the teacher and students about tenses and expression</li> <li>-Spelling the difficult vocabularies by the teacher then followed by the students</li> </ul> </li> <li>◆ Post Listening <ul style="list-style-type: none"> <li>-Correct the students' task and giving feedback</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ Where is my white shock?</li> <li>◆ Thank you song</li> <li>◆ Say please and thank you – Goo manners song</li> <li>◆ Will you take out the trash?</li> <li>◆ Excuse me, where is the park?</li> </ul>
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**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP-01)**

**Nama Sekolah** : SMP N 2 GAMPING  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/Gasal  
**Tahun Pelajaran** : 2013/2014  
**Aspek/ Skill** : Mendengarkan dan Berbicara

**Standar Kompetensi : 1. Mendengarkan**

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

**Kompetensi Dasar** : 1.1. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

**A. Tujuan Pembelajaran :**

Pada akhir pembelajaran :

1. Merespon sapaan orang belum / sudah dikenal.
2. Merespon pengenalan dari orang lain secara berterima baik formal maupun informal.

**Alokasi Waktu** : 2X 40 menit

**B. Indikator :**

1. Dapat mengetahui cara untuk menyapa orang yang belum/ sudah dikenal dan memperkenalkan diri/ orang lain.

2. Dapat memahami cara untuk menyapa orang yang belum/ sudah dikenal dan memperkenalkan diri/ orang lain.
3. Dapat menggunakan ungkapan menyapa orang yang belum/ sudah dikenal dan memperkenalkan diri/ orang lain.

### C. Materi Pembelajaran

1. Percakapan-percakapan singkat memuat ungkapan-ungkapan berikut:
  - a. A : *Good morning. How are you ?*  
B : *Good morning. Fine thank you.*
  - b. A : *Hello, I'm Nina. Nice to meet you*  
B : *Hello, I'm Renny. Nice to meet you, too*
  - c. A : *Don't do that !*  
B : *No, I won't. Don't worry*
  - d. A : *Stop it !*  
B : *Ok*
2. Kosakata terkait tema / jenis teks.  
Misalnya : *name, live, address, dsb*
3. Verbs : *live, meet, do, stop, have*
4. To be : *is, am, are*
5. Personal Pronouns : *I, you, we, they, he, she, it*
6. Ungkapan baku :
 

- <i>Good morning</i>	- <i>Don't worry</i>
- <i>Thanks</i>	- <i>Nice to meet you</i>
- <i>OK</i>	- <i>How are you?</i>

Greeting and leave taking	Responses
<ul style="list-style-type: none"> <li>• Hello/Hi.</li> <li>• Good morning. Good afternoon. Good evening.</li> <li>• How are you?</li> <li>• How do you do?</li> <li>• Good night, Mum.</li> <li>• Goodbye/Bye.</li> <li>• See you tomorrow/later/</li> </ul>	<ul style="list-style-type: none"> <li>• Hello/Hi.</li> <li>• Good morning. Good afternoon. Good evening.</li> <li>• Fine, thanks. I'm fine. Thank you.</li> <li>• How do you do.</li> <li>• Good night, honey. Sweet dream.</li> <li>• Bye/Bye bye.</li> <li>• See you.</li> </ul>

Monday. • Nice to meet you. • Nice to see you.	• Nice to meet you too. • Nice to see you.
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♦ Introducing oneself

Hello./Hi. I am Priska Wulandari.

Please call me Priska./ You can call me Priska

♦ Introducing someone to another

Andre : Please meet my friend Priska.

Priska, this is Doni.

Donni, this is Priska.

Priska : Hello Doni.

Doni : Hello Priska.

Priska : Nice to meet you.

Doni : Nice to meet you too

♦ Information, address, age.

Questions	Responses
Where do you live?	I live at Jl. Achmad Yani 27.
What's your address?	I'm twelve years old.
How old are you?	I was born on 17 June 1996.
When were you born?	

♦ Asking and giving information

Asking and giving information	Responses
• What's your name? • How do you spell it? • Where are you from? • When were you born? • Where do you live? • What colour is your house? • Is it big?	• My name is Joni. • J-O-N-I. • I am from Jakarta. • I was born on July 26, 1996. • I live at Jl. Bintoro 23, Surabaya.

	<ul style="list-style-type: none"> <li>• White.</li> <li>• No, it isn't.</li> </ul>
--	---

**D. Metode Pembelajaran : TPR**

**E. Langkah-langkah Kegiatan Pembelajaran**

**1. Kegiatan Awal :**

- Greeting, Checking for the roll.
- Warming up : Melakukan games tebak lagu untuk memotivasi siswa
- Pre test, review

**2. Kegiatan Inti :**

- a. Guru memberi contoh cara menyapa seseorang.

Teacher : Good morning, class.

Students : Good morning, Sir.

Teacher : How are you?

Students : We are fine, thank you.

Teacher : Now listen and repeat it!

( repeat it twice or three times)

- b. Guru meminta siswa untuk menirukan ucapan guru.

- Good morning, good afternoon, dll

- Good morning, Sir / Mam

- c. Guru memutarakan lagu-lagu tentang memperkenalkan diri sendiri dan orang lain.

- d. Guru memberi contoh cara memperkenalkan diri dan orang lain.

Tom : Hello, I'm Tom.

What's your name?

Bob : I'm Bob.

How do you do?

Tom : How do you do

Andi : Hello, Dian. This is Dina.

Dian : How do you do Dina.

Dina : How do you do.

- e. Guru meminta siswa untuk duduk dalam kelompok dan meminta siswa untuk menyapa dan memperkenalkan dirinya pada kelompoknya.

A

B

D

C

*(Do this activity for several times)*

- f. Guru memberi contoh memperkenalkan orang lain  
(2 orang siswa memperagakan)

Teacher : Good morning, students.

This is Intan, your new friend.

Intan : Hello friends, nice to meet you.

- g. Guru meminta seorang siswa untuk memperkenalkan diri pada kelompoknya.  
h. Guru memutar lagu tentang perintah/larangan  
i. Guru memberikan perintah/larangan lisan dan siswa meresponnya

Teacher : Andi give your pencil to Dika !

Student : Response, etc

### **3. Kegiatan Akhir.**

Guru menyimpulkan kegiatan hari itu.

Teacher : Okay students before we end our lesson, let me ask you questions. What will you say when you meet someone in the morning.

Students : .....

Teacher : What will you say if you want to introduce Ida to Shanti.

**F. Sumber Belajar :**

1.

**G. Penilaian :**

1.

Yogyakarta,.....2013

Mengetahui,



# HANDOUT 1

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## LISTENING SCRIPT

### TEKS UNTUK GURU / SCRIPT

1. A : Hello, Bill, good morning  
B : ....
  
2. A : Hello. My name is Ronaldo.  
What's your name?  
B: I'm Jacklin. How do you do.  
A: ....
  
3. A : Hi John. How are you to day?  
B : ....
  
4. Lisa : Hello. I'm Elizabeth. You can call me Lisa.  
Dewi : Hi Lisa. Nice to meet you.  
Lisa : ....
  
5. Mr.Hadi : Good morning, students. How are you to day?  
Students : ....

# HANDOUT 1

---

**Task 1 : Listen to each conversation. Choose the correct answer by crossing a, b, c or d.**

- |   |  |
|---|--|
| 1. A. good morning<br>B. good afternoon<br>C. good evening<br>D. good night | 4. A. I'm fine<br>B. How are you<br>C. Nice to meet you<br>D. How do you do                    |
| 2. A. How are you?<br>B. How do you do<br>C. I'm fine<br>D. I'm very well   | 5. A. Good morning, Sir.<br>B. Good morning, Miss.<br>C. Good morning, Mam.<br>D. Good morning |
| 3. A. I'm fine<br>B. How are you<br>C. How do you do<br>D. Nice to meet you |  |

**Task 2 : Make a group contains 3 students. Then practice the introducing oneself/ introducing someone else expression.**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP-02)**

**Nama Sekolah** : SMP N 2 GAMPING  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/Gasal  
**Tahun Pelajaran** : 2013/2014  
**Aspek/ Skill** : Mendengarkan dan Berbicara

**Standar Kompetensi : 1. Mendengarkan**

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

**Kompetensi Dasar** : 1.1. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

**A. Tujuan Pembelajaran :**

Pada akhir pembelajaran siswa dapat :

- ♦ Merespon perintah atau larangan orang lain secara lisan dan berterima.

**Alokasi Waktu** : 1X 40 menit

**B. Indikator :**

1. Dapat mengetahui cara untuk memerintah atau melarang orang lain secara lisan dan berterima.
2. Dapat memahami cara untuk memerintah atau melarang orang lain secara lisan dan berterima.

3. Dapat menggunakan ungkapan untuk memerintah atau melarang orang lain secara lisan dan berterima.

### C. Materi Pembelajaran

♦ Order and prohibition:

1. Open the door, please.
2. Could you line up here?
3. Don't do that, please.
4. Stop that, please.
5. Can you hold this for me?
6. Count to ten, please.
7. Come here, please.
8. Please help me.
9. Could you help me please.

How would you give response?

Say:

- ↵ Yes, Ma'am.
- ↵ Okay, Ma'am.
- ↵ Sure.
- ↵ Alright.
- ↵ Right away, Ma'am.
- ↵ No problem.

Subject	Object
<b>I</b>	<b>me</b>
<b>You</b>	<b>you</b>
<b>He</b>	<b>him</b>
<b>She</b>	<b>her</b>
<b>They</b>	<b>them</b>
<b>We</b>	<b>us</b>
<b>It</b>	<b>it</b>

### D. Metode Pembelajaran : TPR

### E. Langkah-langkah Kegiatan Pembelajaran

#### 1. *Kegiatan Awal* :

- Greeting, Checking for the roll.

- Pre test, review

## **2. Kegiatan Inti :**

- a. Guru memberi contoh cara memerintah seseorang.

Teacher : Open the door, please.

Student : Yes, Sir.

Teacher : Thanks

*( repeat it twice or three times)*

- b. Guru meminta siswa untuk menirukan ucapan guru.

- Could you help me please, Come here please, dll

- Yes Sir / Mam, Right away Mam/Sir, dll

- c. Guru memutarakan lagu-lagu tentang memerintah orang lain.

- d. Guru memberi contoh cara melarang seseorang.

Teacher : Don't pick your nose.

Student : Okay, Sir

- e. Guru meminta siswa untuk duduk berpasangan dan meminta siswa untuk mengungkapkan perintah dan larangan.

*(Do this activity for several times)*

- f. Guru memberi contoh memerintah dan melarang.

*(2 orang siswa memperagakan)*

- g. Guru memutarakan lagu tentang perintah/larangan

- h. Guru memberikan perintah/larangan lisan dan siswa meresponnya

Teacher : Andi give your pencil to Dika !

Student : Response, etc

## **3. Kegiatan Akhir.**

- a) Guru menyimpulkan pembelajaran
- b) Guru dan siswa melakukan refleksi
- c) Guru menutup pembelajaran

**F. Sumber Belajar :**

1.

**G. Penilaian :**

1.

Yogyakarta,.....2013

Mengetahui,

# HANDOUT 2

---

## Task 1: Complete the following conversation. Use the expressions available.

1. Jane : Mira,.....here,please.  
Mira : Okay. What's .....?  
Jane : ..... me carry this, please.  
Mira : .....

Sure	up	help	come
------	----	------	------

2. Clay : Okay, now... let's ... ..the exercise.  
Mawar : Okay. Let's do it.  
Clay : ... .. down here, please.  
Mawar : Thank you.  
Clay : Let's ... .. the words.  
Mawar : Sure. And then?  
Clay : Then we ... .. them with the pictures.  
Mawar : Okay. I ... .. it.

Get	sit	do	underline	match
-----	-----	----	-----------	-------

## Task 2: Choose the best answer.

1. Andi : I don't feel good.  
Sari : .....the doctor.  
A. Look                      C. See  
B. Wath                      D. Listen
2. Bank teller : Please,.....in line.  
Customer : Okay.  
A. Sit                      C. Walk  
B. Stand                      D. Step
3. Sandy : .....to bring no 2 pencil to the test.  
Okky : I won't.  
A. Don't try                      C. Don't bring  
B. Don't forget                      D. Don't remember
4. Ari : .....anyone my secret. Do you promise?  
Sany : I do.  
A. Don't talk                      C. Don't tell  
B. Don't speak                      D. Don't say

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP-01)**

**Nama Sekolah** : SMP N 2 GAMPING  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/Gasal  
**Tahun Pelajaran** : 2013/2014  
**Aspek/ Skill** : Mendengarkan dan Berbicara

**Standar Kompetensi : 1. Mendengarkan**

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

**Kompetensi Dasar** : 1.2. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara lancar, akurat dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur; meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

**A. Tujuan Pembelajaran :**

Pada akhir pembelajaran :

1. Merespon ungkapan meminta dan memberi informasi.
2. Merespon ungkapan ucapan terima kasih.

**Alokasi Waktu** : 2X 40 menit

**A. Indikator :**

1. Dapat mengetahui ungkapan untuk meminta/memberi informasi dan ucapan terima kasih.
2. Dapat memahami ungkapan untuk meminta/memberi informasi dan ucapan terima kasih.
3. Dapat menggunakan ungkapan meminta/memberi informasi dan ucapan terima kasih.



## B. Materi Pembelajaran

- Ungkapan meminta dan memberi informasi

Contoh;        A        : *Where is the book?*

                  B        : *It's here.*

- Ungkapan terima kasih

Contoh;        A        : *Thank you.*

                  B        : *You're welcome.*

Expression of thanking	Responses
<ul style="list-style-type: none"><li>• Thanks.</li><li>• Thanks a lot.</li><li>• Thank you.</li><li>• Thank you so much.</li><li>• Thank you for your help.</li></ul>	<ul style="list-style-type: none"><li>• Never mind.</li><li>• You're welcome.</li><li>• That's alright.</li><li>• Not at all.</li><li>• That's fine.</li></ul>

- Kosa kata

- Preposition        : in, on, under, behind, in front of, far from, near, over there, over here

- Nouns                : things around the classroom and in the house

## C. Metode Pembelajaran : TPR dan PPP

## D. Langkah-langkah Kegiatan Pembelajaran

Setiap pertemuan dikemas dalam tiga tahapan

### *Kegiatan awal;*

- Greetings, checking for the roll
- Pre-test, review

### **Kegiatan inti;**

1. Siswa menebak arti kata preposisi (on, under, in front of, near, between, behind, beside) dengan memperhatikan demonstrasi guru.
2. Siswa menemukan makna kosa kata (nouns around the class and the home) dengan cara melaksanakan perintah guru dalam bahasa Inggris dengan bantuan real object/gambar.

3. Contoh; Point the book on the chair!
4. Siswa mendengarkan contoh dialog (berbentuk lagu) tentang ungkapan menerima dan memberi informasi.
5. Siswa menjawab pertanyaan guru tentang makna dan fungsi ungkapan meminta dan memberi informasi.
6. Siswa mendengarkan contoh dialog tentang ungkapan terima kasih.
7. Siswa menjawab pertanyaan guru tentang ungkapan terima kasih.
8. Siswa merespon pertanyaan guru tentang ungkapan meminta informasi.
9. Siswa merespon pertanyaan guru tentang ungkapan terima kasih.
10. Siswa menirukan ungkapan meminta dan memberi informasi.
11. Siswa menirukan ungkapan terima kasih.
12. Siswa menginterview temannya dengan menggunakan instrumen tabel tentang informasi yang diminta dengan menggunakan ungkapan meminta dan memberi informasi serta ucapan terima kasih.

Contoh :

Things at home	Your friend 1/where?	Your friend 2 / where?
TV	.....	.....
Clock	.....	.....
arm chair	.....	.....
Etc.	.....	.....

A : Do you have TV?

B : Yes, I do.

A : Where is it?

B : In the living room.

A : Thank you.

B : You're welcome.

### **Kegiatan Akhir**

1. Siswa menebak arti kata kerja (borrow, give, come, point, show, take, help) dengan memperhatikan demonstrasi guru.
2. Siswa menemukan makna kosa kata (nouns outside the class and at home) dengan cara melaksanakan perintah guru dalam bahasa Inggris dengan bantuan real object/gambar.

Contoh ;

Come here, please! Show me the school yard, please! Point at the refrigerator!

3. Guru menanyakan kesan siswa untuk memberikan feed-back berupa kesulitan apa yang dihadapi, kesan terhadap pelajaran yang baru saja dijalani.
4. Memberikan penugasan di rumah untuk mempraktikkan dialog berisi ungkapan meminta dan memberi informasi, serta ungkapan rasa terima kasih.

### **E. Sumber Belajar :**

- 1.

### **F. Penilaian :**

- 1.

Yogyakarta,.....2013

Mengetahui,

# HANDOUT 3

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**Task 1: Sing this song in front of class after the teacher play the video of the song.**

**Where is thumbkin?**

Where is thumbkin?  
Where is thumbkin?  
Here I am!  
Here I am!  
How are you today, sir?  
Very well, I thank you.  
Run away.  
Run away.

Where is pointer?  
Where is pointer?  
Here I am!  
Here I am!  
How are you today, sir?  
Very well, I thank you.  
Run and play.  
Run and play.

Where is tall man?  
Where is tall man?  
Here I am!  
Here I am!  
How are you today, sir?  
Very well, I thank you.  
Run and play.  
Run and play.

Where is ring man?  
Where is ring man?  
Here I am!  
Here I am!  
How are you today, sir?  
Very well, I thank you.  
Run and play.  
Run and play.

Where is pinky?  
Where is pinky?  
Here I am!  
Here I am!  
How are you today, sir?  
Very well, I thank you.  
Run and play.  
Run and play.

# HANDOUT 3

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**Task 2 : Listen to each conversation. Choose the correct answer by crossing a, b, c or d.**

1. A. It's in your bag.  
B. It's on the table  
C. Forgive me, please.  
D. I do apologize
2. A. You're welcome.  
B. Sorry  
C. Thanks a lot.  
D. Thank you very much.
3. A. Thank you  
B. It's okay.  
C. You're welcome, dear.  
D. I'm really sorry dear.
4. A. There's a canteen over there.  
B. There's post office over there.  
C. It's in your bag.  
D. It's over here.
5. A. It's there.  
B. It's over there.  
C. I do apologize  
D. You're welcome.

## LISTENING SCRIPT (Untuk Guru)

1. A : Where is my pen?  
B : It's in your bag.
2. A : Happy birthday, Anto. This is a gift for you.  
B : Thank you very much.
3. A : I bought sneakers for you.  
B : Wow, great. Thanks mom.  
A : You're welcome, dear.
4. A : I am hungry.  
B : There's a canteen over there.  
A : Thanks. Has it got curry?  
B : I think so.
5. A : Where's my bag?  
B : It's over here.  
A : It's not here.  
B : Look at your book shelf.

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP-01)**

**Nama Sekolah** : SMP N 2 GAMPING  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : VII/Gasal  
**Tahun Pelajaran** : 2013/2014  
**Aspek/ Skill** : Mendengarkan dan Berbicara

**Standar Kompetensi : 1. Mendengarkan**

Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

**Kompetensi Dasar** : 1.2. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara lancar, akurat dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur; meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan.

**A. Tujuan Pembelajaran :**

Pada akhir pembelajaran :

1. Merespon ungkapan meminta maaf.
2. Merespon ungkapan kesantunan.

**Alokasi Waktu** : 2X 40 menit

**A. Indikator :**

1. Dapat mengetahui ungkapan untuk meminta maaf dan kesantunan.
2. Dapat memahami ungkapan untuk meminta maaf dan kesantunan.
3. Dapat menggunakan ungkapan meminta maaf dan kesantunan.

## B. Materi Pembelajaran

- Ungkapan permohonan maaf

Expressions of apologizing	Responses
<ul style="list-style-type: none"><li>• Sorry.</li><li>• I'm sorry.</li><li>• I'm really sorry.</li><li>• Forgive me, please.</li><li>• I do apologize.</li></ul>	<ul style="list-style-type: none"><li>• Never mind.</li><li>• It's okay.</li><li>• No problem.</li><li>• Not at all.</li><li>• That's alright.</li></ul>

- Ungkapan kesopanan/politeness/modesty

Expressions of politeness	Responses
<ul style="list-style-type: none"><li>• Sorry.</li><li>• I'm sorry.</li><li>• I'm really sorry.</li><li>• Forgive me, please.</li><li>• I do apologize</li></ul>	<ul style="list-style-type: none"><li>• Okay, Miss.</li><li>• Yes, Sir.</li><li>• No problem.</li><li>• Certainly.</li><li>• Sure.</li></ul>

## C. Metode Pembelajaran : TPR dan PPP

## D. Langkah-langkah Kegiatan Pembelajaran

Setiap pertemuan dikemas dalam tiga tahapan

### ***Kegiatan awal;***

- Greetings, checking for the roll
- review

### **Kegiatan inti;**

1. Siswa mendengarkan contoh dialog (berbentuk lagu) tentang ungkapan meminta maaf dan kesantunan.
2. Siswa menjawab pertanyaan guru tentang makna dan fungsi ungkapan meminta maaf dan kesantunan.
3. Siswa mendengarkan contoh dialog tentang ungkapan meminta maaf.
4. Siswa menjawab pertanyaan guru tentang ungkapan meminta maaf.

5. Siswa merespon pertanyaan guru tentang ungkapan kesantunan.
6. Siswa menirukan ungkapan meminta maaf dan kesantunan.

**Kegiatan Akhir**

1. Guru menyimpulkan pembelajaran
2. Guru dan siswa melakukan refleksi
3. Guru memberikan post-test
4. Guru menutup pembelajaran

**E. Sumber Belajar :**

- 1.

**F. Penilaian :**

- 1.

Yogyakarta,.....2013

Mengetahui,



# HANDOUT 4

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**Task 1 : Rearrange the jumbled sentences into proper dialogues. Work with a partner to perform the dialogues.**

## **1. At Nana's home**

Tata : Nana....!

Tata : Oh, are you?

Tata : Come. Let's go and play.

Nana : Hi, Tata!

Nana : I am. Come in.

Nana : Sorry Tata. I'm still doing my homework.

Tata : No, thank you. I'll come back later.

## **2. After school hours**

Yoga : Why?

Ririn : Sorry I can't.

Yoga : Let's go to the movies on Saturday?

Rini : OK.

Yoga : Really?

Rini : Yeah. I clean my room, wash my clothes, cook the food, and go to my dancing class.

Yoga : All right then. How about Sunday?

Rini : I do my housework on Saturdays.

## **3. At the library**

Yuyun : Great. I need help with this math too.

Rina : Sure. What's up?

Yuyun : Are you busy?

Rina : Not at all.

Yuyun : Rina, can I talk to you?

Rina : Okay. Let's do it carefully.

Yuyun : Thank you for helping me.

Rina : Well... just finishing this math assignment.

# **Appendix I:**

# **Photographs**



The students did the pretest.



The researcher prepared the media.



The researcher instructed the students to involve the activity.



The researcher was asking the students to sing a song with him by giving an example.





The students acted out the song in front of the class.



The students were acting out some activities in front of the class.



The researcher was monitoring the students.



The researcher asked the students' difficulties.



The students became volunteers while practicing some dialogues.



The student wrote the answering of task on the white board.





The students did some tasks given.



The students did a posttest.



The researcher interviewed some students.

# **Appendix J:**

# **Permission Letters**



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01  
10 Jan 2011

Nomor : 0829e/UN.34.12/DT/IX/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Penelitian

9 September 2013

Kepada Yth.  
Kelapa SMPN 2 Gamping

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***SIGNIFICANCE OF USING SONG IN IMPROVING STUDENTS' LISTENING ACHIEVEMENT IN CALSS VII STUDENTS OD SMPN 2 GAMPING IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : AGUS WIDAYAT  
NIM : 06202244157  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : September - Oktober 2013  
Lokasi Penelitian : Kelapa SMPN 2 Gamping

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001